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THE DEVELOPMENT AND EVALUATION OF METHODS AND MATERIALS TO FACILITATE FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY SCHOOLS.

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A COMPARISON WAS MADE OF TWO DIFFERENT METHODS OF SPANISH INSTRUCTION. A TOTAL OF 93 FOURTH-GRADERS WERE ORIGINALLY INVOLVED IN THE 3-YEAR STUDY. UPON COMPLETION OF THE PROGRAM, 32 SUBJECTS REMAINED IN THE CONTROL GROUP AND 34 WERE IN THE EXPERIMENTAL GROUP. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY TELEVISION AND TAPE RECORDINGS UNDER THE GUIDANCE OF NONSPECIALIZED TEACHERS. THE CONTROL GROUP RECEIVED INSTRUCTION FROM SPECIALIST TEACHERS OF SPANISH. THE AUDIOLINGUAL APPROACH WAS USED WITH ALL GROUPS. ACHIEVEMENT EVALUATION INVOLVED USE OF PICTORIAL TESTS, TAPE RECORDINGS, AND INTERVIEWS. THE AUTHOR CONCLUDED THAT GENERAL ELEMENTARY SCHOOL TEACHERS WITH NO SPECIAL TRAINING IN FOREIGN LANGUAGES CAN SUCCESSFULLY TEACH FOREIGN LANGUAGE WITH PROPER TELEVISION AND TAPE RECORDED MATERIALS. (RS)

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THE DEVELOPMENT AND EVALUATION OF METHODS AND MATERIALS TO FACILITATE FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY SCHOOLS

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CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

The Problem

This study sought to determine the extent to which elementary school children can acquire facility in a second language when learnings in that language are indirectly presented by specialist teachers through newer educational media, and certain carefully designed and prescribed follow-up activities are directly presented by non-specialist elementary school teachers unfamiliar with the second language. The media of instruction used in the study were television and tape recordings, and the language was Spanish.

Significance of the Problem

Since the close of World War II the United States has witnessed a tremendous growth in the extent to which elementary schools are providing instruction in foreign languages. It is reported that in 1953 there were 145,643 pupils in the elementary schools of the United States studying a foreign language in classes sponsored by their schools. Four years later (1959-1960) the number had increased to 1,227,006.[1]

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[1] Breunig, Marjorie. "Foreign Languages in the Elementary Schools of the United States, 1959-60," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. Modern Language Association of America, New York, 1959-1961, pp. 1-14.

During this period of rapid growth, teacher training institutions lagged well behind the demand in providing opportunities for students to prepare for teaching in this area. As late as 1960 it was found that slightly less than 28% of the institutions which provided training in preparation for teaching foreign languages in high school offered similar preparation for teaching in the elementary schools.[2] This, coupled with the fact that traditionally relatively few curricula preparatory to teaching in the elementary school require students to take a foreign language, has led to a drastic shortage of teachers qualified to provide foreign language instruction in the elementary schools. Thus, today there are many elementary schools in which the authorities are eager to institute foreign language programs, but cannot do so because of the lack of qualified teachers. The obligation for the creation of a substitute means of providing instruction in these schools lies with the teaching profession, and one obvious means appears to be the utilization of newer educational media.

The Project and Its Work

In the fall of 1958, three staff members of the University of Illinois who were interested in the FLES movement formed a self-appointed committee and began to systematically study conditions affecting FLES. They observed FLES classes in operation, read available FLES literature, examined FLES teaching materials, and studied how television, motion pictures, disc recordings, and tape recordings were being used in the teaching of foreign languages in elementary schools. In a series of meetings they discussed their observations to determine what action they might take to facilitate the FLES movement. Their findings, summarized in the following statements, served as the underlying rationale in initiating the research reported here:

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[2] Childers, Wesley; Bell, Barbara; and Margulis, Harry. "Teacher Education Curricula in the Modern Foreign Languages," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages. Modern Language Association of America, New York. 1959-1961, pp. 153-164.

1. There is a constantly increasing demand from government agencies, school boards, school administrators, parents, and interested laymen to have elementary school children learn a second language.
2. The number of foreign language programs being instituted in the elementary schools of the United States is increasing at a rapid rate.
3. People interested in learning a foreign language, or in having their children learn one, think primarily in terms of being able to speak and understand the language with sufficient facility to engage in normal conversation. They do not regard having only a reading knowledge of the language as adequate.
4. Although methods of teaching foreign languages to elementary school children vary from program to program, the basic principles of the audio-lingual approach seem to be the foundations for most of them.

5. Many schools with adequate funds to support elementary school foreign language programs have failed to get started for lack of qualified specialist teachers. Other programs which began with enthusiasm and moved successfully through the initial stages, were eventually discontinued because of either the lack of specialist teachers or sufficient funds to continue.
6. There is serious lack of experimental evidence regarding the relative effectiveness of the various methods of teaching foreign languages to elementary school pupils.

During its preliminary investigation, the committee consulted frequently with public elementary school officials of Champaign, Illinois, who reflected considerable parent interest in FLES but who, also, saw no immediate way to cope with the problem of finding language specialists in adequate number or financial resources great enough to permit a school-wide program in languages. Out of this impasse came the co-directors' proposal to attack these problems through the development of methods and materials employing television and tape recordings, prepared by specialists, which would be used by regular classroom teachers unfamiliar with the language being taught. Spanish was selected as the language not only because of its cultural importance and immediate value in terms of Western Hemisphere relations, but also because it was the language of specialization of the majority of the committee.

After plans were crystallized the committee reorganized into a research organization called the Foreign Language Instruction Project, and during the spring semester of 1959 began and completed a pilot study in one third-grade classroom of the Champaign Elementary Schools. It was supported by University of Illinois funds provided by the College of Liberal Arts and Sciences and the College of Education Bureau of Research. This pilot study sought to provide information regarding how elementary school children learn a foreign language, what effect such instruction has on learnings in other areas of the curriculum, what methods are most effective for teaching audio-lingual skills (reading and writing were reserved for a later stage), how available materials can best be utilized, and how such a program might be evaluated.

The pupils in the pilot study received approximately twenty-five minutes of instruction in Spanish each day for thirteen weeks of the spring semester, 1959. No other area of the curriculum was neglected by the inclusion of Spanish. It did, however, result in a slight compression of all instructional periods except those taught by such specialists as the music teachers. The class was taught by an experienced teacher who is a native of Spain.

As the pilot study progressed, the co-directors continued to meet to exchange ideas and to refine their plans for the major investigation reported herein.

The major investigation began in June 1959, and received its financial support under Title VII of the National Defense Education Act of 1958, and the University of Illinois Research Board.

Delimitations

While this study proposes to compare the achievement of two groups, each taught approximately the same content but by a different media, its findings cannot be generally interpreted to apply to all situations in which these media are used. When one examines the variations in the ways in which telecasts are produced, the frequency with which they are presented, the differences among tape-recorded lessons and the uses made of them, and the contrasts among teachers' manuals, to name but a few of the variables, the danger in overgeneralizing on the findings of this one study becomes clearly evident.

Also, the instructional program developed by the Project staff for this study cannot be regarded by the reader as a refined curriculum ready for general use. The co-directors regard it as a first draft, usable but in need of considerable revision.

Furthermore, it must be explained at the onset that the co-directors did not at any time assume that the group taught by TV and tape recordings would do as well as the group taught by qualified specialist teachers. The purpose was to see how much Spanish children could learn through newer educational media without direct contact with specialist teachers, and thus determine the extent to which a program prepared and indirectly presented by specialist teachers through newer educational media can serve as a substitute for the specialist when specialists are unavailable.

Allied Research Problems

In collecting data pertinent to the major objective of this study, it was found that a number of problems of allied concern could be investigated concurrently. This was done and the findings reported. The problems investigated were:

1. How do boys and girls compare in Spanish achievement?
2. What is the relationship between Spanish achievement and intelligence quotients?
3. What is the relationship between Spanish achievement and chronological age?
4. What is the effect of learning a foreign language on achievement in other subjects in the curriculum?

CHAPTER II

PROCEDURE

This study was designed to compare the Spanish achievement test scores of two groups of subjects which were reasonably well equated in characteristics thought to have an effect upon foreign language learning. Both groups received Spanish instruction continuously over a three school-year period. One group, which was taught by specialist teachers of Spanish, will be referred to as the control group. The other, which received instruction in the same content, planned and presented by specialists through the media of TV and tape recordings, and guided in classroom learning activities by teachers initially unfamiliar with the language, will be referred to as the experimental group.

A third group was involved in the study, and although it provided little evaluative evidence, it was regarded as an integral part of the study. Its function was to facilitate the development of the instructional program. This group is referred to as the pilot group since it was the same group that had been used for the pilot study described in Chapter I. The pupils in this group had already completed one semester of instruction in Spanish when the study reported here was begun. Certain methods and materials to be used with the control and experimental groups were first used with the pilot group to be certain of the extent of their value.

Size of the Groups

Originally a total of 93 children in four fourth-grade classrooms in the public schools of Champaign, Illinois were involved in this study. The experimental group initially consisted of all pupils in two classrooms of the same school, the control group also initially consisted of the pupils in two classrooms, but each was located in a different school, and the pilot group consisted of the pupils in one classroom of a school in which one of the control groups was located.

As was expected, during the three-year period of the study, a number of the subjects moved away from the schools in which they had begin Spanish instruction. At the end of the first year the control group contained 49 pupils, and the experimental group 44. At the end of the second year, the control group was reduced to 33, and the experimental to 37. When the final evaluation was made at the close of the third year, there were 32 pupils in the control group and 34 in the experimental group.

Selection of Schools

Three elementary schools officially participated in the study. However, classes in other schools used the materials produced by the staff for the experimental groups, and from time to time data obtained in evaluating the progress of these other groups of pupils was used to verify the experimental findings.

There were particular reasons for selecting these schools in preference to others. First, these schools were the ones in which the pupils were most likely to remain for the full three years of the study. Second, parents, teachers, and school officials showed enthusiasm and offered full cooperation to the research project. Third, in general the students attending these schools were of the same socio-economic status. Finally, these schools were relatively close to the Project offices, thus facilitating communication between them and the Project.

Teachers

One of the teachers of the control group during the first year of instruction was a young woman who had returned to the University of Illinois as a graduate student to obtain an advanced degree in Spanish, and worked part time as one of the specialist teachers in the Project. The other, who served as one of the Spanish teachers for the first two years, was a man. He was a professor of Spanish, and one of the co-directors of the Project. During the second year of instruction, the woman teacher was substituted by another who was a native of Puerto Rico, and a specialist in the teaching of Spanish. During the third and last year of instruction, this person taught both classrooms constituting the control group. Thus, throughout the three years of the study, the pupils of the control group were taught by specialists in the teaching of Spanish as a foreign language.

Each year one of the experimental group classrooms was guided in undertaking the prescribed learning activities for Spanish instruction by a young woman who was an experienced elementary school teacher, and who, during the first year of the study, was pursuing a graduate degree in education at the University of Illinois. The remaining two years she was one of the regularly assigned classroom teachers in the school building where both experimental classroom groups were located, and as such was able to rearrange her teaching schedule so as to continue teaching one of the experimental classroom groups each day. The other was a professor in the College of Education, University of Illinois who specialized in elementary school curriculum, and served as one of the co-directors of the Project. Both of these teachers were initially unfamiliar with the Spanish language. They used the materials provided by the Foreign Language Instruction Project in the manner prescribed to guide their students in language learning.

Equating of the Experimental and Control Groups

When an evaluation was made at the close of each school year, care was taken to be certain that the experimental and control groups were reasonably comparable on those factors thought to affect language learning. These factors were: chronological age, mental age, intelligence quotient, distribution of sexes, and grade level in school.

The statistical devices used to indicate the extent to which these groups were comparable in chronological age, intelligence, and mental age were the *t*-test and the F-ratio. The one concerning distribution of sexes was chi-square. The findings reported in Chapter VII reveal that the experimenters were able to assume no significant differences between these two groups at the close of each year of the study on any of these characteristics.

Because the groups were attending schools judged as representative of middle socio-economic class, no comparative measure was taken of this factor. Also, since all pupils were in the same grade at the time of instruction, this characteristic was regarded as obviously equated.

Controlling Experimental Conditions

In order to have a measure of assurance that the variable effecting any differences that arose between the two groups in Spanish achievement was likely to be the medium of instruction and the methods dependent upon it, it was necessary to take steps to be certain that particular instructional conditions remained reasonably constant. These were: instructional time, curricular content, the broad approach to method, and materials other than those which were dependent upon TV or tape recordings for their use.

The twenty-minute period was selected in preference to a longer or shorter period for a number of reasons. First, it was found in surveying FLES programs that a twenty-minute period might be considered typical. Second, it was the belief both of the members of the Project staff and the professional personnel of the public schools that taking twenty minutes each day for the study of a foreign language would have no negative effect on pupil learnings in other areas of the curriculum.[1] Third, it was understood that the attention span of elementary school children was short in comparison to that of high school students or adults; thus, a longer period would have been ill-advised.

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[1] Johnson, Charles E., Ellison, Fred P., and Flores, Joseph S. "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools," The Modern Language Journal. Vol. 45, No. 5, May 1961, pp. 200-202.

Both groups received instruction in the same curricular content. This was made possible by the fact that the content was selected and ordered prior to its presentation in instruction by the language specialists who were also the teachers of the control and pilot groups. Also, whenever any doubt occurred with regard to the probable effect of the presentation of particular content, it was first tried with the pilot group. Although there is no doubt that on many occasions the specialist teachers of the control group dealt with some vocabulary items and structures not dealt with in the experimental groups, the evaluation of pupil achievement was based on the common language content of the planned curriculum.

As regards controlling the broader aspects of method, all teachers used methods which were in accord with the set of basic principles established by the Project staff. These principles are presented and discussed in Chapter III. It must be clarified here, however, that having the teachers of all groups endorse the same underlying principles did not mean that the same teaching procedures were used in all classrooms. It was not considered advisable to attempt to do this. Classroom teaching procedures and techniques therefore varied widely between the experimental and control groups, and even varied between classrooms within either group.

It should also be noted that there was an attempt to balance the two groups during the first two years with regard to the kind of teachers employed. In each group was one highly trained specialist in the person of a college professor and one classroom teacher who had received college work beyond the bachelor's degree. Each taught one classroom, but alternated in such a way that the second year most of the pupils had a different teacher than they had had the previous year. This procedure was continued the third year with the experimental classes which exchanged teachers at mid-year.

Reasons for Beginning at Fourth Grade Level

Because there is substantial evidence that foreign language instruction can effectively be begun in grades below the fourth, some may question why this research project began with fourth graders. The answer is that a particular principle of instruction endorsed by the researchers and the practical limitations of the situation required it. The principle, unanimously endorsed by all persons involved in this study, was that foreign language learning should be continuous. That is, in any program designed to last more than one year there should be no gaps of even as much as one semester without instruction in the foreign language. The practical limitation was that this study could receive support under Title VII of the National Defense Education Act for only three years, and that the Champaign Public Schools would, at the end of the three-year experimental period, offer Spanish instruction throughout the junior and senior high school; thus, by beginning Spanish instruction in the fourth grade, a continuous nine-year program provided the desired continuity. Had instruction started in kindergarten or first grade under this Project, it might have been necessary to terminate it at the close of second or third grade and not resume it until junior high school.

Tests of Achievement in Spanish

Since there were no standardized Spanish achievement tests available which measured the various language characteristics which the Project personnel felt should be investigated, it was necessary for the researchers to develop a set of appropriate tests. These tests and the procedures used in constructing them are described in Chapter VI.

The various language characteristics which were tested at the close of each semester during the first and second years were in two broad categories of listening comprehension and speaking facility. Speaking facility was further broken down into pronunciation, appropriateness of response, and immediacy of response. The third year, tests in both oral and silent reading were added.

Statistical Treatment of Data

Since it was appropriate in terms of the number of cases involved in this study, small sampling techniques were used to test the significance of the differences between the means of the two groups in Spanish achievement. Where the data was continuous, as was the case in comparing achievement test results, the t-ratio was used in determining the level of probability.

In general, the statistical procedure used in comparing mean scores on Spanish achievement tests conformed to the following pattern. First, raw scores were transformed to standard scores. This was deemed necessary since the sub-tests in Spanish achievement varied in number of items. To transform raw scores into standard scores, the following formula was used:[2]

$$z = \frac{X - M}{\sigma}$$

The next step was to compute means and standard deviations for each distribution. Standard deviations were computed by the following formula:[3]

$$\sigma = \sqrt{\frac{\Sigma x^2}{N}}$$

The third step was to compute F-ratios, in order to determine the extent to which distributions were similar. To accomplish this the following formula was used:[4]

$$F = \frac{S_{x_1}^2}{S_{x_2}^2}$$

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[2] Guilford, J. P., Fundamentals of Statistics in Psychology and Education. McGraw-Hill Book Company, Inc., 1950. p. 140.

[3] Ibid. pp. 95-96.

[4] Walker, Helen M. and Lev, Joseph, Statistical Inference. Henry Holt and Company, New York, 1953. p. 140.

The fourth step was to obtain the t-ratio of the significance of differences between means. The formula used was:[5]

$$t = \frac{\bar{X}_x - \bar{X}_y}{\sqrt{s^2\left(\frac{Nx + Ny}{Nx \cdot Ny}\right)}}$$

The final step was to convert the observed value of t to a z value, and by use of a table of ordinance ordinates of the normal curve to determine the level of probability of occurrence.[6]

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[5] Guilford, J. P., op. cit., p. 228.

[6] Wallis, Allen W., and Roberts, Harry V. Statistics: A New Approach, The Free Press, Glencoe, Illinois, 1956, p. 436.

CHAPTER III

A DESCRIPTION OF THE COMMON ELEMENTS OF THE INSTRUCTIONAL PROGRAM AS USED WITH BOTH GROUPS

In order to compare the effectiveness of the TV-tape method under the guidance of non-specialists with that of a modern audio-lingual method used by specialist teachers, it was necessary that the two methods be similar in their broader aspects. Thus, both programs were based on the same instructional principles, presented the same content in approximately the same order, used similar but not identical learning activities, and with the exception of television and tape recordings, employed similar materials and equipment. Also, the teachers of the control group were encouraged to use any supplementary devices (other than TV and tape recordings), materials, and procedures which were in accord with the underlying principles established by the staff, and which in their professional experience would be effective for language learning.

Principles Underlying Instruction

The general principles underlying instruction presented in this chapter were used only as guides in developing the methods and materials used in the two paralleled programs. That is to say, it was assumed at the onset that the instructional methods were to evolve out of the general principles and that the experimental and control group methods would, because of the specific needs of each situation, differ from each other. Also, an attempt was made in designing the methods to be certain that there was not strict adherence to one or two of the principles to the neglect of the others. For example, excessive attention to the principles which called for mimicry and mastery to the neglect of the others, would have resulted in a series of monotonous, repetitious drills which in the opinion of the staff would not have been effective.

Listening and Speaking Should Precede Reading

The first principle is that the pupils should be able to listen to and understand any particular patterns, and to be able to use them appropriately in oral speech with facility, before learning to read or write them. By the inclusion of this principle, the staff felt that there would be greater opportunity for the pupils to obtain excellence of pronunciation. Thus, the first two years of instruction were devoted to listening and speaking activities only. Reading was not begun until the third year of instruction, and when presented, was based primarily on the patterns and vocabulary initially presented for listening and speaking during the first year.

Only Native Speech Should Be Used as a Model

That pupils should hear only native or near-native speech spoken at a normal rate of presentation, was a second principle designed to facilitate excellence of pronunciation. This was implemented in four ways. First, no specialist teacher was employed unless he had native or near-native speech. Second, non-specialist teachers were encouraged to speak only a minimum of Spanish and to avoid correcting the pronunciation of their pupils. Third, all voices used on the telecasts and tape-recorded lessons were, with few exceptions, those of natives, the few exceptions having been judged to have excellent near-native speech. Fourth, all spoken language was presented at a normal rate.

Units of Speech to Be Learned by the Pupils Should Be Complete Natural Utterances

In all instruction, care was taken to avoid the presentation of single words and short meaningless phrases out of content. For example, if a lesson called for the teaching of the Spanish word "perro" (dog) it was not presented as simply "perro", or "el perro" (the dog), or "un perro" (a dog), but rather in a phrase in which the other elements of the pattern were known to the pupils; such as: "Este es un perro" (This is a dog), "El perro corre" (The dog runs), or "Mira el perro" (Look at the dog). Application of this principle also required that familiar forms be taught whenever the situation demanded them in terms of the criterion of "naturalness." For example, the pupils learned to distinguish in usage between "¿Cómo estás?" (How are you?), used with close friends, children, animals, etc., and "¿Cómo está usted?" (How are you?), used to greet new acquaintances, professional people, superiors, etc., and used such a phrase as, "Mira el reloj," (Look at the clock) when speaking to other children, but "Mire usted el reloj" (Look at the clock), when speaking to an adult.

The Speech-Associated Behavior of the Native Should Be Acquired by the Learners

Another basic principle that was endorsed in the program was that instructional methods should be so designed that the learners have the opportunity to acquire the speech-associated behavior of natives as they learn the language. Opportunity for the mimicry of speech and associated mannerisms was provided daily in the control groups by the very presence of native speakers who, serving as models, encouraged the pupils to repeat patterns immediately after them and in the same manner. In the experimental groups the TV lessons provided the opportunity to "see" speech behavior only once a week, since tapes were used on the other days. However, those in the experimental group on the one day had the advantage of viewing several different Spanish-speaking people rather than just one teacher as was the case with the control group.

Each New Learning Should Be Mastered

Because all members of the research staff held that new learnings should evolve out of old learnings, it was agreed that teachers should strive to have each new learning mastered, and when mastered, these should serve as a content foundation on which to build additional learnings. Mastery was regarded as the point at which response to a given verbal situation was appropriate and seemingly spontaneous, and a new learning in this case was regarded as any meaningful utterance of one or two words, a longer phrase, a sentence, or a part of a dialogue not previously studied. Also, when presenting new learnings it was necessary to decide in advance the kind of mastery desired--listening comprehension or speaking facility. It could not be assumed that an utterance mastered for listening comprehension would also have been mastered for speaking facility. That is to say, if a child learned to understand the meaning of an utterance upon hearing it the teacher could not assume that he would be able to speak that phrase should he desire to do so in an appropriate situation. However, for most children the reverse was true: if a child was able to speak a particular phrase in an appropriate situation, he would be likely to understand it if he heard it.

In acquiring mastery, the pupils of the control group had the advantage that their teachers could observe their behavior and judge on the basis of observations that extent to which mastery had been attained. If additional learning activities were needed, they could be provided; if the pupils had already reached mastery and the daily plan suggested more drill, adjustments could be made immediately. In the experimental group the extent of practice was to a large extent pre-determined and controlled by the activities presented on TV and tapes. On the other hand, at times the teachers in the experimental groups used techniques which provided variations from the sequence contained in the pre-planned lessons. One such technique was that of resetting the tape and replaying portions; another was that of stopping the tape after a Spanish phrase had been given and have the pupils repeat the phrase several times before restarting the tape. Also, once mastery of a particular learning had been acquired, the non-specialist teacher could disregard the portions of the tape offering further practice and substitute other activities.

Teachers of both groups were aware that memorization does not develop all of the characteristics needed for mastery in use. That is to say, because a child can recite a dialogue does not necessarily mean that he can use phrases from that dialogue to answer questions or to initiate conversation. Thus, practice had to be provided in situations other than those in which the learning was originally acquired. Often this extended practice took the form of a game or game-like activity in which a question was asked to which the player was expected to respond. Examples of this kind of practice are found in the games, "Estoy pensando en una cosa," (I am thinking about something) and "Haz una pregunta sobre. . ." (Ask a question about. . .) (See Appendix C). Another type of activity which provided practice in oral facility was one in which the pupils developed modifications of the dialogues they had learned, thereby producing simple scenes in play situations where the new learnings could be used.

Initial Instruction in a Foreign Language Should Avoid Translation

When the pupils first heard any particular Spanish phrase presented as a new learning, the purpose was to have them generally understand what it meant and how and when to use it in communication. For example, when they learned "Tengo doce años" (I am twelve years old), they were not taught that it meant "I have twelve years." Rather, they learned that this is how you tell someone that you are twelve years old. Had the teacher found it necessary to use English in helping the pupils acquire this understanding, paraphrasing would have been substituted for translation.

It should be noted, however, in relation to this principle regarding translation that there are many similarities between Spanish and English language structures, and that in some instances paraphrasing amounts to about the same as translation. For example, in a given setting there is no better way to paraphrase "Tengo un perro" than, "I have a dog."

Understanding of the Meaning and Uses of a Pattern Should Be Taught Concurrently With Recognizing it Auditorily and Saying it Orally

Concern for meaning was revealed in the principle that the learner should understand the meaning of every foreign phrase concurrently with acquiring listening and speaking facility with it. Thus, lessons were so designed that the children would understand how, when, and where a particular phrase was appropriate. This was usually done even before the pupil was asked to engage in such simple learning activities as repetitive aural drill.

To avoid translation and yet develop meaning, use was made of various techniques of association. Objects or drawings were often used to establish association in the teaching of nouns and certain adjectives, adverbs, and verbs. For example, assume the children are to learn "la mariposa" (the butterfly), and they already know the phrase "El avión vuela" (The airplane flies). The teacher would then show a drawing of a butterfly flying. As the drawing was revealed, the children would hear, "La mariposa vuela" (The butterfly flies). When the teacher was satisfied that a correct association had been made between the drawing and the phrase, the pupils would be engaged in listen-and-say activities.

Techniques of association could also be used in teaching phrases which could not be easily depicted. For example, let us assume that the child already knows the nouns: "la ventana" (the window), "la puerta" (the door), "la mesa" (the table), and "la pizarra" (the chalkboard). The new pattern to be taught is "Voy a. . ." (I am going to. . .). Because of the reference to first person, this phrase cannot be shown distinctly by a drawing. Thus, the specialist teacher could use action instead and begin by saying, "Boys and girls, watch carefully. I am going to do some things and as I do them I am going to tell you what I am doing in Spanish." The teacher could then walk to the window saying, "Voy a la ventana" (I am going to the window); next, to the door saying, "Voy a la puerta" (I am going to the door); then, to the table saying, "Voy a la mesa" (I am going to the table); and finally, to the chalkboard saying, "Voy a la pizarra" (I am going to the chalkboard). Individual pupils would then be asked to use the phrase enacting it as they did so.

Also, in order to reinforce meaning, children were frequently required to use Spanish phrases in conjunction with the activities that they were performing. For example, the children would be given a series of commands which they would perform, and as they performed them they would tell what they were doing. The following illustrates one such activity:

TEACHER:	Levántate.	[Stand up.]
CHILD:	Me levanto.	[I am standing up.]
TEACHER:	Vé a la puerta.	[Go to the door.]
CHILD:	(Going to the door) Voy a la puerta.	[I am going to the door.]
TEACHER:	Abre la puerta.	[Open the door.]
CHILD:	(Opening the door) Abro la puerta.	[I am opening the door.]

Learning Should Be Centered Around Activities that Are Appealing to the Learner

In the development of the instructional program, much concern had to be given to pupil motivation. An analysis of the conditions revealed that for the most part pupils in the elementary schools saw little or no practical reason for acquiring a second language. If the program was to be successful, it would be necessary for the pupils to be motivated for reasons other than the immediate application of their learnings. Therefore, certain extrinsic motivations were used to make the program as effective as possible under this condition. The principle which evolved from this concern for motivation was that learning should be centered around activities which are appealing to the learner. For this reason, frequent use was made of games and game-like activities, and a sincere attempt was made to create dialogues and monologues which were centered on situations which were child oriented. When plays were selected or written, effort was made to include a simple but appealing plot based on mystery, curiosity, or humor and were so constructed that understanding was dependent upon lingual abilities rather than the ability to read pictures or action. Also, the songs and rhymes were selected because of their appeal to children of the ages to which they were to be presented.

Initial Familiarity With the Structure and Phonetics of the Language Should Be Acquired Through Use of the Language

The staff felt that the main concern of the instructional program should be to help the children acquire various patterns of expression which would have utility in normal conversation, and that it should not be until the pupils had developed basic skills in using the language, that they should engage in systematic analysis of it. Furthermore, it was felt that it would not be possible to provide an adequate background for systematic analysis during 150 hours of instruction and study which was all that was provided in the total of three years. Thus, at no time during the three-year sequence were the pupils required to conjugate verbs, analyze sentence structure, or analyze words with regard to their phonetic elements. On the other hand, after they had acquired a number of learnings which were similar in form their attention was deliberately called to certain consistencies. For example, after the pupils had learned "Hablo" (I speak), "Canto" (I sing), "Cuento" (I count), and "Tomo" (I take), their attention was called to the verb ending and comparisons were made with other verb forms to which they had already been introduced. In addition, when occasion warranted, the children were required to complete worksheets in which they demonstrated their ability to use certain grammatical forms correctly.

Cultural Aspects Should Be Taught Concurrently With the Teaching of the Language

Cultural elements were of concern in the development of the program. Thus, endorsement was given to the principle that selected elements of the culture of the people represented by the foreign language should be taught concurrently with instruction in the language. Some of the cultural elements which were taught were songs and rhymes characteristic of those used by children of similar ages in Spanish-speaking countries. Whenever pictures or drawings were used, care was taken to be certain that they were authentic. For a simple example, when bread was shown it was more frequently a long loaf than a plate of machine-sliced pieces. In addition, the manner of people in Spanish-speaking countries was represented as authentically as possible under the conditions of classroom or telecast. Also, the content of telecasts and reading materials used by children had settings in Spanish-speaking countries. Sometimes incidentally, and sometimes directly, reference was made to geographical conditions, products, and customs. In order to maintain this principle, it was felt wise to avoid introducing North American culture couched in Spanish phrases. For example, when confronted with the option of singing "Happy Birthday" translated into Spanish, or singing "Las mañanitas" for a Mexican birthday celebration, it was decided that "Las mañanitas" was preferable, and that a translated "Happy Birthday" would be omitted entirely from the curriculum. On holidays that are shared by both cultures, attention was always directed to the Hispanic celebration. For example, at Christmas time pupils learned of the variations in the way in which Christmas is celebrated in each of many Spanish-speaking countries. On the other hand, Thanksgiving Day was given very little attention except to explain that among Spanish-speaking countries it was celebrated only in Puerto Rico.

English Should Be Used Only Where Necessary to Facilitate Instruction

Some language specialists advocate no use of English, others allow for some, and still others depend on it considerably. After reviewing the viewpoints expressed by others, the staff decided that it would endorse the use of English whenever it would conserve instructional time, but that the use of English should be gradually and continually reduced over the instructional period of three years.

It was found during the first year that much time could be saved if the settings for dialogues were first explained in English. For example, assume that the children are to learn a six-line dialogue involving a fruit vendor and his customer. Before having the children hear the dialogue the teacher explained to the class in English, "Pretend that I am a fruit vendor and this desk is my cart filled with bananas, oranges, lemons, avocados, and many other fine fruits. I am pushing my cart down the street when I am stopped by a child who wants to buy something. Listen, here is what the fruit vendor and his customer say in Spanish." Other situations where it was sometimes found efficient to use English were those in which it was explained to the children how and when particular patterns were appropriate in communicating ideas, explaining the rules for games, giving instructions for completing worksheets and tests, and in resolving difficulties or misconceptions when they became evident.

Each Learning Activity Should Be Within the Attention Span of the Learners

Because of the nature of elementary school children one cannot expect them to spend long periods of time at any one educational task. Thus, to make the most efficient use of the time it was necessary to be certain that each twenty-minute period of instruction contained a variety of activities. Therefore, the staff endorsed the principle that the duration of each learning activity should be less than the point at which the pupils engaging in it are likely to become fatigued.

Content

Although reference was made to a number of curriculum guides in the preparation of the instructional program, the content for the curriculum used in this study was selected and organized by the staff. Thus, a brief description of how it was selected, its scope, and its specific nature, is provided.

Selection of Content

Three main criteria were used in selecting the content. First, words and phrases which were common to the immediate environment of the children were given preference. Second, although many difficulties were involved, because of variations in usage throughout the Spanish-speaking world, and because of the need for simplicity in the early stages of learning, there was an attempt to select phrases which would be frequently used by Spanish-speaking people in normal life situations. Third, special attention was given to the structure of the Spanish patterns to be certain that all major patterns were included. Finally, in making the selection, care was taken to be certain that all of the phonemes and the allophonic variants of the Spanish language were eventually represented.

Scope of Content

Because of the varied criteria used for estimating word count, among language teachers, it is difficult to describe simply and directly the scope of the content presented in the experimental program. For example, if each and every language element were given a separate count, one could rapidly and easily claim to have taught nearly a thousand words by dealing with numbers only. Or, were one to count the plurals which are made by the simple addition of "s" or "es", one could double the total number of nouns presented during any course of study.

The system of counting vocabulary used in this study was one in which it was assumed that certain generalizations would take place as the student accumulated more learnings. Thus, certain rules were formulated and used in determining the total count. The numbers one through twenty were each counted as separate items, but the numbers thirty through one hundred accounted for only eight additional words. After the word for one hundred was taught, it was assumed and found to be true, that the pupils would be able to count from one through 199 on the basis of a twenty-eight word vocabulary. Similarly, simple plurals made by adding "s" or "es" were not counted as additional words in the child's vocabulary. On the other hand, because no systematic attempt was made to have the children generalize on verb forms, each separate verb form which was taught was given a separate count. As regards adjectives which call for gender agreement as well as plural agreement, each was counted just once. For example, "amarillo" (yellow) even though used in three additional forms (amarilla, amarillas, amarillos) was counted only once. Also, nouns referring to persons and animals where the feminine and plural forms are determined from the stem of the masculine form (i.e., niño, niña, niños) were counted only once even though when translated into English each form is represented with a different word (boy, girl, children).

Over the three-year period the total vocabulary count based on the aforementioned rules was 638. This total, broken down by years, is as follows: Year I: 237, Year II: 188, and Year III: 213. A complete list of the words presented is contained in the Appendix. It is interesting to note that if each separate word element were counted, the total count would have been 1,651.

It is obvious to language specialists that a list of vocabulary words cannot represent in a full sense the scope of the content presented to the pupils. A more satisfactory, yet more cumbersome way of presenting an overview of the learnings is by listing the various patterns which were taught along with their modifications and substitutions. However, to provide such a list in this report would consume so many pages as to be regarded as impractical. It should suffice to mention that, in the opinion of the foreign language specialists on the staff, which included a structural linguist, the major or basic structures of the Spanish language were contained in the program.

Nature of Content

The content was organized so as to be presented in topics. During the first year such topics as Greetings and Introductions, The School, The Home, Telling Time, and Numbers were used. During the second year the topics were culturally oriented, and dealt with life in many different Spanish-speaking countries. In the third year when reading was presented, the topics used the first year were undertaken again in different settings. This resume of first-year topics was necessitated in the third year because reading skills which were then being introduced were developed on the basis of the vocabulary used in teaching listening comprehension and speaking facility during the first year.

The program was not built on one single form of presentation. That is to say, the staff did not regard any one of the forms, such as question-and-answer sequences, memorized selections, or dialogues as being superior to the other except when particular content and learning needs were described. Thus, all forms of content organization were considered, and that which appeared best for the objectives at hand was used. The most frequently used forms were: question-and-answer sequences, conversational dialogues, monologues, playletts, games, songs, and rhymes.

Sequence of Content

In general, the content was selected and arranged in such a way that the learner moved from the simple and familiar to the more difficult and complex. Language units having few words and which parallel their English counterparts were regarded as simple. Those which reflected social settings and concepts thoroughly understood by the learners were regarded as familiar. For example, the first dialogue dealt with a greeting situation:

NIÑA:	Buenos días.	[Good morning.]
NIÑO:	Buenos días.	[Good morning.]
NIÑA:	¿Cómo te llamas?	[What is your name?]
NIÑO:	Me llamo Tomás. ¿Y cómo te llamas tú?	[My name is Thomas. And what is your name?]
NIÑA:	Yo me llamo María.	[My name is Mary.]

Later, during the second year, the dialogues were longer and more complex, bringing in a greater variety of patterns, longer sentences, and occasionally concepts with which the child was not previously familiar. The following is an example of one of the dialogues undertaken the second year of instruction:

NIÑA:	Ya es hora de comer.	[It is time to eat now.]
NIÑO:	¿Qué hay de comer?	[What is there to eat?]
NIÑA:	Hay carne, patatas, pan, tortillas y ensalada.	[There is meat, potatoes, bread, tortillas and salad.]
NIÑO:	¿Hay helado también?	[Is there ice cream too?]
NIÑA:	Sí, pero más tarde.	[Yes, but later.]
NIÑO:	¿Quieres leche?	[Would you like milk?]
NIÑA:	Sí, pásame la leche, por favor.	[Yes, pass me the milk, please.]
NIÑO:	¿Te gustan las tortillas?	[Do you like tortillas?]
NIÑA:	Sí, me gustan las tortillas.	[Yes, I like tortillas.]

Materials Used in Instruction

In developing materials to be used in instruction the staff was aware that a variety of elaborate and complex devices was not only impractical but could result in ineffective instruction. Thus, a few simple devices that could be quickly assembled and easily manipulated during the class period were developed and used.

These materials were developed primarily for use by the non-specialist teachers. However, the specialist teachers were free to use them along with any others with which they were familiar in whatever way they saw fit.

Flannel Board

Considerable use was made of flannel board in both the experimental and control groups. The flannel board pieces were white cardboard, 6 1/2" x 7". On one side was a drawing, and to the back of the card velour paper was glued. The velour paper on the reverse side caused the cards to adhere when placed on a flannel board. The size flannel board used for instruction in most classes was 30" x 34". It was possible to contain as many as 12 flannel board pieces on the board at any one time. However, it was seldom that more than six were used during any particular class period.

Flannel board pieces were used as one device for teaching patterns which contained certain nouns, adjectives, adverbs, and verbs. The activity used in teaching with flannel board pieces was association. For example, let us assume that the child was familiar with the phrase "Veo" (I see), now let us assume that there are three flannel board pieces on display. One is of a dog (un perro), another of a cat (un gato), and a third of a cow (una vaca). The teacher could, by use of these objects, engage the children in a pattern drill such as is suggested by the dialogue which follows:

TEACHER:	¿Qué ven, niños?	[What do you see, children?]
CHILDREN:	Veo un perro.	[I see a dog.]
TEACHER:	¿Qué ven ahora, niños?	[What do you see now, children?]
CHILDREN:	Veo un gato.	[I see a cat.]
TEACHER:	¿Y ahora, qué ven, niños?	[And now, what do you see, children?]
CHILDREN:	Veo una vaca.	[I see a cow.]

Adjectives were taught in approximately the same manner as nouns in their initial presentation. That is to say, a simple pattern drill activity was used involving the flannel board pieces. However, at a later stage it was found that the flannel board pieces could be used to extend the children's knowledge of adjectives by teaching opposites. For example, let us assume that the children know the phrases "Este es un hombre alto" (This is a tall man), and "Este es un perro grande" (This is a large dog). The object of the lesson is to have them learn the opposite of "alto" which is "bajo" (short), and the opposite of "grande" which is "pequeno" (small). Two sets of two cards each could then be placed on the flannel board. The first card of one set would show a drawing of a very tall man, and the second card a drawing of a very short man. The other set of cards show a drawing of a big dog in one, and a drawing of a small dog in the other. The teacher might then proceed as follows:

TEACHER:	Escuchen y repitan, niños.	[Listen and repeat, children.]
	Este es un hombre alto. (Pause for repetition)	[This is a tall man.]
	Este es un hombre bajo. (Pause for repetition)	[This is a short man.]
	Este es un perro grande. (Pause for repetition)	[This is a large dog.]
	Este es un perro pequeño. (Pause for repetition)	[This is a small dog.]

After the children had gone over these phrases to the point where they were able to say them without the assistance of the teacher's voice as the model, the teacher might then change the form of drill to the following:

TEACHER:	Niños, escuchen y respondan.	[Children, listen and answer.]
	¿Qué es esto?	[What is this?]
CHILDREN:	Ese es un hombre alto.	[That is a tall man.]
TEACHER:	¿Y qué es esto?	[And what is this?]
CHILDREN:	Ese es un hombre bajo.	[That is a short man.]
TEACHER:	¿Y qué es esto?	[And what is this?]
CHILDREN:	Ese es un perro grande.	[That is a large dog.]
TEACHER:	¿Y qué es esto?	[And what is this?]
CHILDREN:	Ese es un perro pequeño.	[That is a small dog.]

It was also found that a certain number of adverbs could be taught in the same manner as was used in teaching sets of adjectives as described above. For example, with flannel board pieces showing a child inside a house as compared with a child outside of the house, the phrases "El niño está dentro de la casa" (The child is inside the house), and "El niño está fuera de la casa" (The child is outside of the house) could be taught. Similarly, such other adverbs of place as "arriba" (up) contrasted with "abajo" (down) and "cerca" (near) as contrasted with "lejos" (far) could be taught effectively with flannel board pieces.

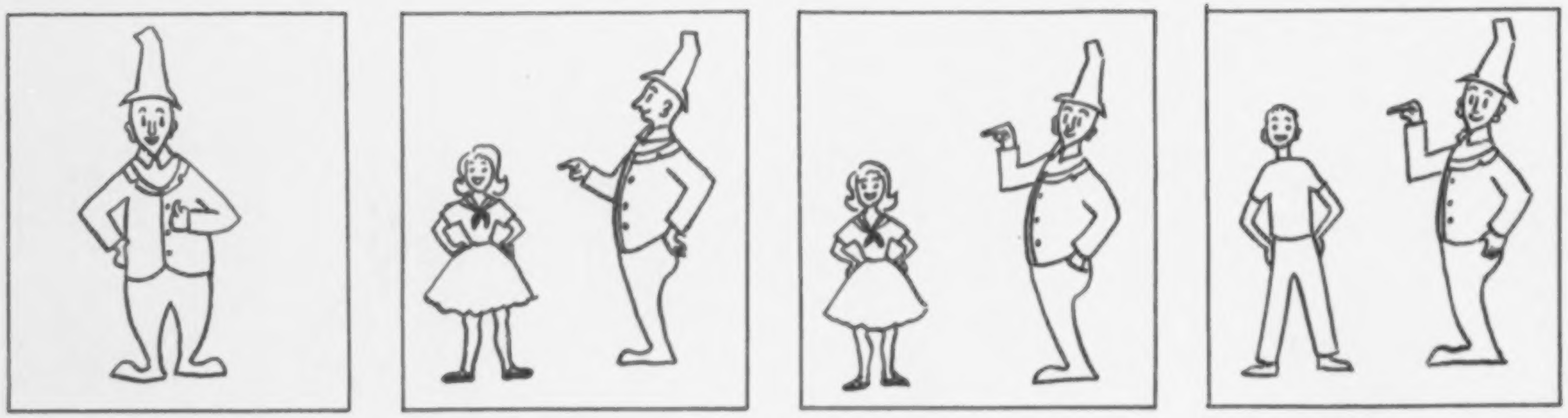
Presenting third person singular and plural verb forms in the present tense depicting observable action was easily done with flannel board pieces in the same manner as has been described for presenting nouns and adjectives. However, when it was necessary to present other verb forms or tenses, it was not as easily accomplished with these devices. One way in which this was attempted was to create a series of cards for a drill activity which was called "Simón Dice." There were eight cards in the set and each represented Simón using a different verb form. Figure 1 shows the eight cards which were used for teaching the present tense of the verb "hablar" (to speak). Since at the point at which these cards were used the pupils had not yet been introduced to reading, the writing which appears under each card in the figure was not present on the cards used with the pupils.

Pictorial Worksheets

Over the three-year period of instruction considerable use was made of paper and pencil worksheets. These took various forms in terms of the purpose of the review being undertaken by the pupils. In some instances when attention was directed at listening comprehension they were simply series of pictures from which the children would select the ones which appropriately matched the Spanish statements which they heard. In other cases, the children were asked to fill in the appropriate statements on particular and specified lines.

Figure 2 illustrates one type of worksheet used with the pupils. The following are the instructions for row A only. In the control group they were presented by the specialist teacher, and in the experimental group on the tape recorder.

Look at the pictures in row A.
Here is the Spanish phrase:
--Tomo el libro. [I am taking the book.]
Place a number "1" in the box of
the drawing which shows a child
who might be saying:

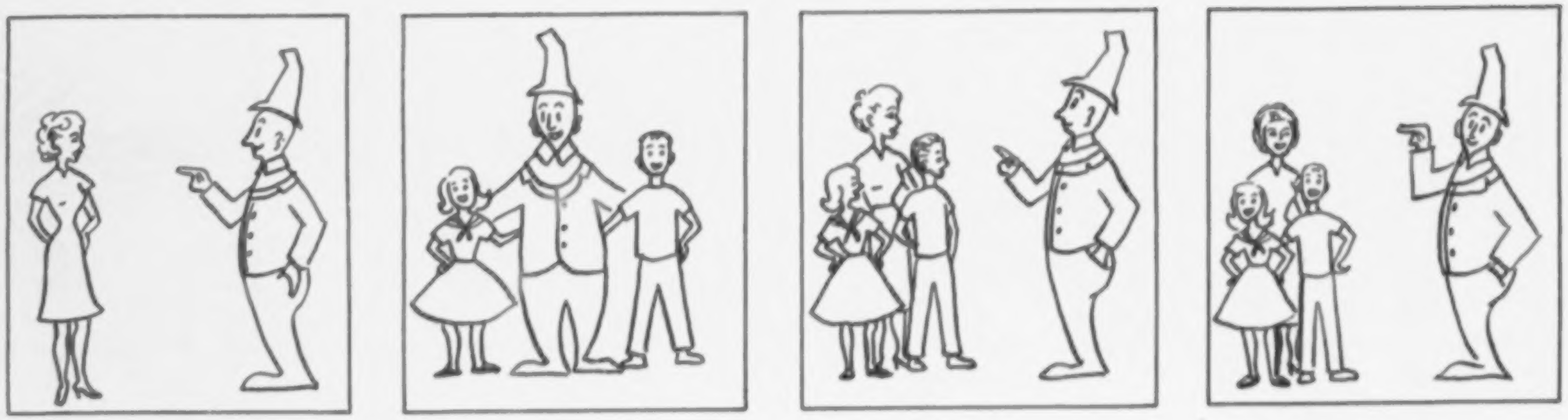


Yo hablo
[I speak]

Tú hablas
[You (familiar)
speak]

Ella habla
[She speaks]

El habla
[He speaks]



Usted habla
[You (formal)
speak]

Hablamos
[We speak]

(Vds.) hablan
[You speak]

(Ellos) hablan
[They speak]

Figure 1

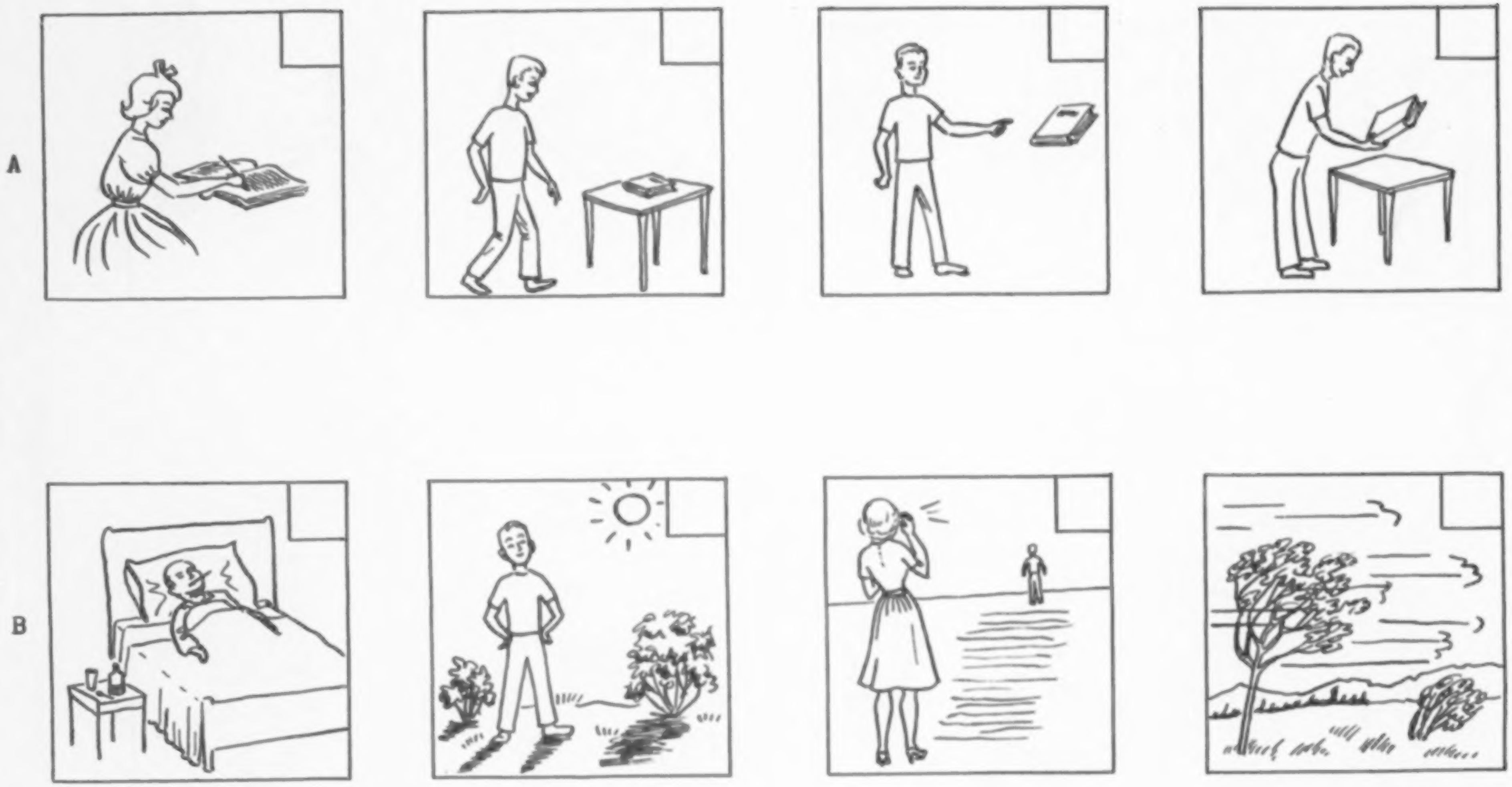


Figure 2

--*Tomo el libro*. [I am taking the book.]

Now look at the other pictures in row A. Here is the Spanish phrase:

--*Escribo en el libro*. [I am writing in the book.]

Place the number "2" in the box of the drawing which shows a child who might be saying:

--*Escribo en el libro*. [I am writing in the book.]

Now look at the remaining drawings in row A. Here is the Spanish phrase:

--*Voy al libro*. [I am going to the book.]

Place the number "3" in the box of the drawing in which the child might be saying:

--*Voy al libro*. [I am going to the book.]

Place a zero in the box of the remaining drawing in row A. Now look at the drawings in row B. Here is the Spanish phrase: . . .

Since the object of the exercise was to help the child evaluate his ability to distinguish in listening comprehension among the following: "Tomo" (I take), "Escribo" (I write), and "Voy" (I go), care was taken to be certain that these verb forms were the only alternatives. Thus, each statement and drawing contained a book as the object of the verb.

Another frequently used worksheet that did not require reading in Spanish was that used in reviewing the telling of time. This worksheet was simply a series of clock faces from which the hands had been omitted. The child was given instructions to fill in a specified time in each by drawing hands on the clock.

Dialogue Cue Sheets

In having the children memorize dialogues it was frequently found that when they had difficulty saying the dialogue it was because they had forgotten the sequence rather than that they were unable to recall the Spanish phrases contained in the dialogue. In order to avoid spending valuable instructional time having the pupils memorize sequence, the staff invented a simple device which was called a Dialogue Cue Sheet. This was merely a sequence of drawings which paralleled the dialogue and guided the pupil in saying the lines in "proper" sequence. Figure 3 is a cue sheet which was used with the following dialogue:

1 MERCHANT:	¡Frutas, frutas, frutas! Tengo manzanas, aguacates, y plátanos.	[Fruits, fruits, fruits! I have apples, avocados, and bananas.]
2 BUYER:	¿Cuánto vale esta manzana roja?	[How much is this red apple?]
3 MERCHANT:	Vale diez centavos.	[It is ten cents.]

"EL MERCADO" VISUAL CUE SHEET

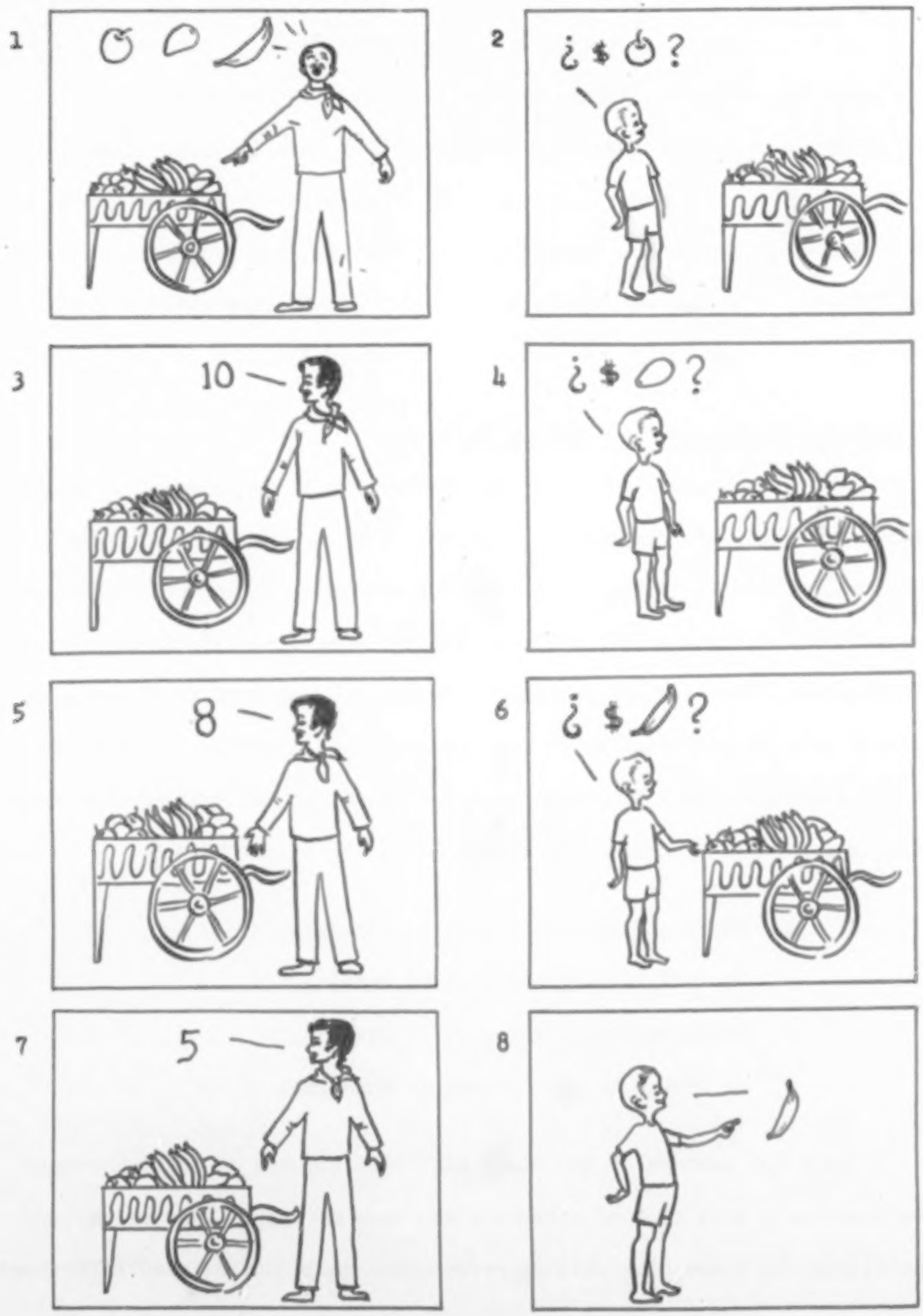


Figure 3

4	BUYER:	¿Y cuánto vale este aguacate verde?	[And how much is this green avocado?]
5	MERCHANT:	Vale ocho centavos.	[It is eight cents.]
6	BUYER:	¿Cuánto vale este plátano amarillo?	[How much is this yellow banana?]
7	MERCHANT:	Vale cinco centavos.	[It is five cents.]
8	BUYER:	Quiero este plátano amarillo.	[I would like this yellow banana.]

Worksheets Dependent Upon Reading Abilities

Before the pupils had been introduced to reading in Spanish, nearly all worksheets were pictorial in nature. However, one kind of worksheet designed to avoid reading in Spanish but requiring it in English was used experimentally during this period. It listed several sets of sentences in English. The teacher presented a Spanish phrase such as, "¿Corre la niña?" (Is the girl running?), and the child was expected to select from among a series of English sentences the one which best matched that which had been said in Spanish. The alternatives might have been:

a. He is asking if the girl is singing.
b. He is asking if the girl is running.
c. He is asking if the girl is jumping.
d. He is asking if the girl is counting.

Since all members of the staff felt that the use of English should be minimized, this type of worksheet was used sparingly, and primarily in situations where pictorial representation could not be used effectively.

During the third year of instruction, when reading was the focus of concern, there were many more possibilities for worksheets. It was found that worksheets were effective in reviewing the various patterns that had previously been presented for listening and speaking only.

Eight different patterns were used in constructing these worksheets. They were as follows:

1. The pupils were asked to select the one Spanish statement from a group of alternative statements which best described the action in a single drawing.
2. The pupil was asked to select the one drawing from a group of alternative drawings which best went with a single statement given in Spanish.
3. The pupil was given a Spanish statement and asked to find the English paraphrasing out of four or five alternatives which best went with the Spanish statement.
4. A situation was described in English and the pupil was asked to select the Spanish phrase from among four or five alternatives which was most appropriate to use in the situation described.
5. A question was posed in Spanish and the pupil was asked to select from among four or five similar Spanish statements, the one which best answered the question.

6. A paragraph in Spanish was presented and numerous questions concerning it which could be answered by yes or no followed it in English. The child was asked to answer each of the questions by writing either "Sí" or "No" to the right of the question.
7. A paragraph was presented in Spanish and numerous questions in Spanish which could be answered by yes or no followed. The child was asked to answer each question by writing either "Sí" or "No" to the right of each question.
8. The child was given a series of statements in Spanish and was required to mark each with a sign to indicate whether the action was happening or had been completed in the past.

Here again it should be pointed out that of the worksheet patterns described above, those which were consistently free from the use of English for both the stimulus and the response (1, 2, 5, 7, 8) were given most consistent use. Figure 4 illustrates one of the worksheets dependent upon a reading knowledge of Spanish which was used during the third year.

Crossword Puzzles

During the third year, after the pupils had been introduced to reading in Spanish, crossword puzzles were used. These appeared to have certain advantages. First, they provided an incentive to read Spanish; second, they introduced writing in a simple form; and third, since the selected content was familiar to the pupils, they found them pleasantly challenging. Figure 5 illustrates one of the puzzles used.

Año III, Tarea 64.

Nombre ____________________

Fecha ____________________

Instructions: Read the following paragraph carefully. Then read the Spanish statements which follow. If the statement is true according to the story, write Sí in the space to the right of it. If it is false or incorrect according to the story, write No in the space to the right of it. You may re-read the story as often as you need to do so.

Cuando María y Juan se levantan, son las ocho. La madre dice: --Buenos días, María y Juan. ¿Cómo están?

Los niños responden: --Muy bien, madre.

Juan y María se lavan la cara y las manos. La cara y las manos están limpias cuando comen el desayuno. María tiene los zapatos limpios y Juan tiene zapatos nuevos. Los niños tienen sed y hambre. Ellos comen con la madre, el padre y los dos hermanos en el comedor. Los hermanos son Margarita y Roberto. La familia feliz come el desayuno.

1. Son las ocho cuando María y Juan se levantan. ____
2. La madre le pregunta a Juan y a María que cómo están. ____
3. Los niños sólo tienen hambre. ____
4. La madre está en la cocina cuando el padre y los hijos comen el desayuno. ____
5. Margarita es hermana de Juan. ____

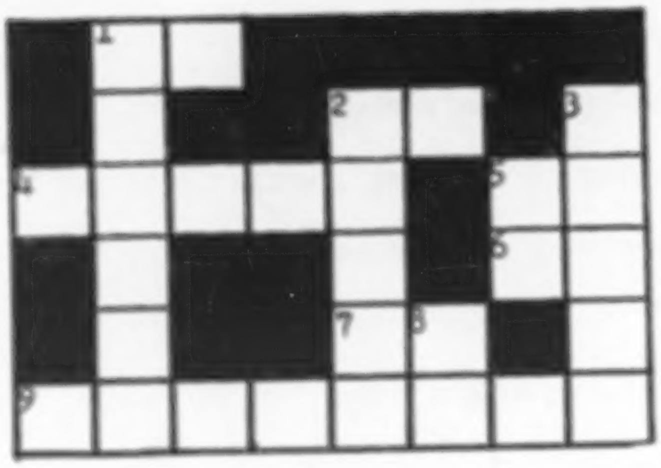
Semestre II, Semana 13, Cinta 4

Figure 4

Año III, Crucigrama 5.

Nombre ________________

Fecha ________________



Horizontal

1. Lo opuesto de sí es _____.
2. Este libro no es ni tuyo ni mío; es _____ María.
4. Tengo sed; _____ un vaso de agua.
5. La niña está cerca; _____ niño está lejos.
6. Mi libro está sobre mi pupitre, y _____ libro está sobre _____ pupitre.
7. Este es el libro _____ María.
9. Sobre un campo azul hay una _____ en la bandera.

Vertical

1. Estos zapatos son viejos; los otros son _____.
2. El libro no está aquí. ¿ _____ está el libro?
3. Traigo a la escuela _____ y tinta para escribir.
5. Estos niños son buenos; este niño _____ bueno también.
8. La mesa es roja; _____ libro es azul.

--The following list includes the words needed to complete the puzzle:

el
huevos
pluma
ni

es
quiero
ella
dónde

tinta
nuevos
estrella
no

la
deseo
de
su

de
cucaracha
el
lápiz

Semestre II, Semana 12, Cinta 4

Figure 5

Lesson Plans

In accord with the principle mentioned previously that each learning activity should be within the attention span of the learners, most lessons after the first few weeks of instruction were constructed in four parts: an introduction, concentrated work on new learnings, a review and a closing.

The introduction to the day's work usually took one or two minutes. After the first semester this was usually all in Spanish and consisted of a teacher's greeting to which the pupils responded chorally, instructions concerning preparation for the lesson, and a series of questions or comments with which the pupils were already familiar concerning the day, time, weather, or date. Sometimes a brief listening comprehension exercise was included.

The second part of the lesson was where new learnings were introduced, meanings established, and drill provided. When a new learning was being undertaken for the first time, the activities were aimed primarily at listening comprehension. A few lessons later, after listening comprehension had been established, activities directed toward ease and correctness of oral expression were undertaken. When the child could understand the phrase and speak it with ease, perhaps a week or so later depending upon the difficulty level of the learning, attention was given during this period to having him use the new learning in response to appropriate stimuli. Finally, perhaps four weeks later, the pupils were, during this part of the lesson, given instructions in combining the new learning with a limited number of previous learnings in such a way as to provide more flexibility in its application.

The third part of the lesson was one in which the pupils were guided in reviewing some previous learning and was regarded as time to enjoy using the language. Here, sometimes a game was used to provide what the children regarded as a way to use the language (See descriptions of games in the Appendix). Other times the children were encouraged to engage in impromptu conversations using what Spanish they already knew. Also, this period was sometimes used to provide opportunities for them to come before the class as individuals or groups to enact dialogues or playletts they had already learned.

The final few minutes of the class period was the closing during which a familiar song or poem was recited in chorus, or a selection was read for listening comprehension.

Teaching Reading

As has been explained previously, reading of Spanish was not begun with the subjects in either group until the third year, and then the vocabulary and patterns used as content for the development of audio-lingual skills during the first two years became the content for reading.

In planning the reading program for the third year of instruction the staff first considered writing and publishing its own materials. However, this was not regarded as feasible since it was thought most desirable for purposes of motivation to have illustrated hardback books and the expense involved to prepare these for only four classrooms would have been prohibitive. Thus, a search of the various textbooks already published was made to determine which available books would best meet the needs of the experimental situation. The staff chose to use the series published by the Steck Company, and after first trying them with the pilot group, it was decided that reading instruction should begin for both the experimental and control groups with book two[1], and to continue through book three[2] the second semester. These two books were selected because they most closely paralleled the content presented during the first two years of the experimental program, and in the opinion of the staff represented Spanish-speaking culture more appropriately than others which were available.

Prior to beginning the reading program, the staff experimented with various ways of presenting reading, including systems which involved the use of filmstrips synchronized with tape recordings. However, it was found in working with the pilot group that once the child who could read English effectively had acquired any given vocabulary for listening and speaking in Spanish, he had little or no trouble in reading the same material in Spanish. Thus, the approach to teaching reading was simplified. Essentially it was one of selecting from the reading material before it was presented to the pupils, the words and patterns which were unfamiliar to the children, and those which they might have forgotten, and designing an audio-lingual review in which these were the central content of a context different from that in which they would appear later in the reading exercise. After engaging in the review activity, if the child was able to express these phrases with a high measure of speaking facility in appropriate situations, he was regarded as ready for undertaking the reading activity.

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[1] Hale, Lois and Rhodes, Reuby S. Juan y María en Casa. Steck Company, Austin, Texas, 1954.

[2] Croslin, Lottie and McKelvy, Mildred W. Juan y María en la Escuela. Steck Company, Austin, Texas, 1954.

The reading activities varied since the objectives called for the development of skills in both oral and silent reading. The basic plan was to have the pupils first read the selection silently for meaning, looking for any words or phrases which they did not understand. Next, the teacher (or as was the case in the experimental group, the voice on the tape recorder) read the material orally with appropriate expression. Following this, the teacher engaged the whole class in choral reading. Finally, the teacher selected individuals to read particular parts orally with expression.

Various modifications and changes were made in the two basic steps just described as reading instruction continued. Frequently, the two were combined in such a way that the development of silent reading skills for a particular selection served as the preliminary step to an oral reading activity which was slightly modified in sequence from the one described above.

CHAPTER IV

INSTRUCTION FOR THE CONTROL GROUP

In this chapter the school and classroom settings, the materials and equipment, and various aspects of the instructional procedures used with the control group will be described.

School and Classroom Settings

The two control group classes were located in two different school buildings. One, which will be referred to as School A, was a relatively old brick school house located only a few blocks from the center of the city. The other, which will be referred to as School B, was a much more modern-appearing building located in the center of what is regarded as one of the residential areas of the city. However, there was little difference in the appearance and arrangements of the classrooms, both were about the same size, had a similar amount of blackboard, bulletin board and window space, and in both classrooms desks were in rows facing the front of the classroom.

The size of the group being taught in each class ranged from 25 to 30 students most semesters. However, there was a difference between the two classrooms in the composition of the classroom group. School A experienced more transfers out of the school and admitted a larger number of new pupils each year. Of the original group which began Spanish in the fourth grade, there were only 14 still remaining at the end of the third year. The rest of the class was made up of students who had moved in during the three-year period. In School B at the close of the third year, there were 18 students who had been present for the entire instructional period.

Although the schedules varied somewhat, in general, Spanish was taught at some time during the morning most of the semesters. At School A the only exception to this occurred during the third year when it was held on some days in the afternoon, and some days during the morning. This was found necessary in order to accomodate the schedule of other specialist teachers. At School B there were only a few occasions upon which the Spanish classes were held in the afternoon.

In general, the administration, and regular classroom teachers favored the Spanish program, and did what they could to assist in facilitating it. However, there were occasions when certain of the classroom teachers, who had had some instruction in Spanish, attempted to assist by providing incidental instruction at other times during the day. This was discouraged by the specialist teacher.

In comparing the two classrooms, the specialist teachers were agreed that the class at School B was generally more alert and learned more quickly than that at School A. An examination of the mental age data revealed that in these characteristics the group at School A was somewhat below that at School B.

Plans for Lessons

Since the specialist teachers, who taught the control groups were the persons who planned and wrote the material for the television and tape-recorded lessons presented to the experimental group, they, in lesson planning, drew deliberately from the material planned for the experimental group. Prior to the beginning of each week, an overall plan for instruction was prepared. On Monday's, new content for that week was presented. Normally, the twenty-minute lesson on Monday was adequate for this presentation. However, whenever it seemed pressed some of the new material was not presented until Tuesday. Tuesday through Friday lessons were used to clarify and drill on the new material for that week, and to review previous learnings. Each lesson was divided into the same parts as those presented to the experimental group: introduction, presentation of new material, review, games and songs, and closing.

Instructional Materials and Equipment

The materials used by the control group were, generally, the same as those used by the experimental group. These included flannel boards and cards, picture cards, books, and realia. However, from time to time the teachers of the control group brought in additional materials which they as specialist teachers regarded as useful in teaching since similar materials were used in the television lessons presented to the experimental group. Such objects as the following were sometimes used: native costumes from Spanish-speaking countries, pictures of Spain and Latin American countries, puppets, and dolls. Also, the teachers of the control group classroom , from time to time, prepared their own worksheets and other paper materials such as sheets of songs and rhymes for their pupils to use.

As regards equipment, the teachers of the control group were not allowed to use television or tape recordings for instructional purposes. However, they did make much more use of the chalkboard than did the teachers in the experimental group. Tape recordings were used with the control group only when helping them prepare for the procedure used in testing, and for the testing itself.

Instructional Methods Used With the Control Group

In general, the instructional methods used by the control group were in accord with the same principles which formed the basis for the development of the method used by the experimental group. (The reader is referred to Chapter III for an explanation of these principles.) However, because the control classrooms were taught by specialist teachers, the implementation of these principles differed from that used in the experimental classrooms. In the paragraphs which follow an attempt is made to describe how these principles were carried out in practice.

Teaching Dialogues, Phrases and Question-and-Answer Sequences

The first step in teaching dialogues, phrases, monologues, and question-and-answer sequences was to be certain that the children understood through listening the general meaning of the material being presented. Sometimes this was done by the teacher enacting what was happening. Other times, it was more effective to use pictures to show this action.

After the teacher was satisfied that the children understood, they were engaged in listen-and-say choral activities. This was continued a few minutes each day on subsequent days for whatever period of time was deemed necessary for the children to become proficient in using these phrases in a choral setting.

As soon as the teacher was satisfied that the children could respond accurately and easily as a class to the new learning, the next step was to divide the class into groups and have each group take a part of the selection. For example, if it was an eight-line dialogue in which lines one, three, five, and seven were given by one speaker, and lines two, four, six, and eight were given by another, the teacher would divide the class in half, and without the assistance of the specialist teacher's voice have the children say the dialogue as groups pretending to be individuals. From time to time, the teacher would reverse the groups insofar as saying the lines were concerned. Finally, the specialist teacher would select an appropriate number of children to come before the class to say and enact the dialogue. This last step was found time consuming because there were usually many more volunteers than minutes to satisfy their desire to perform.

After the pupils had learned a particular question-and-answer sequence, dialogue, or monologue, the teacher would encourage them through specifically designed activities to make substitutions, to extend by combining with others, the patterns of the dialogue. For example, if the dialogue had been a situation in which one speaker was asking another about the house he lives in, an extension of this dialogue would be a situation in which the same questions were asked by the first speaker, but the second speaker would modify the dialogue in such a way as to describe his own house rather than the one described in the dialogue. In this type of activity, the specialist teacher provided words for the pupils as they were needed in the situation. However, there was an attempt to foresee these situations when writing the dialogues, and thus be certain that very few new learnings would be needed for this extension.

Teaching Songs and Rhymes

In teaching songs or rhymes the teacher would first sing or say the selection through once and then call for volunteers in the class who could tell something as to what it was generally about. Then, through a discussion in English, the teacher, going through the selection again slowly, would establish with all the pupils the general meaning of the song or rhyme.

In the case of a song, the next step would be for the teacher to have the children learn the melody. Often the melodies were either simple or already known by the children. However, if the children did not know the melody, the teacher would sing it through having the children first listen carefully, and then hum along as the melody was repeated a number of times. Next, attention was directed toward the words.

The words of songs and rhymes were learned line by line and verse by verse. That is to say, since only a portion of any learning period was devoted to such a specific new learning, if there were two or more verses to the song or rhyme, each would be learned during a different week.

Teaching Reading of Spanish

As was explained in Chapter III, reading was not introduced until the third year, when much of the material to be read was already a part of the listening and speaking vocabulary of the pupils. Since the books being used were not developed out of the first and second year program used in this experiment, it was necessary for the teacher to first study the vocabulary, phrases and patterns used in the book, and to plan lessons well in advance so that any words, phrases, or patterns they would meet in reading could be presented opportunely for listening and speaking. Thus, concurrently with teaching reading, some new vocabulary, phrases and patterns were being presented each week in preparation for future reading exercises.

A variety of procedures were used in teaching reading, but generally the first step was for the teacher to read the selection to the students while they followed silently in their books. The next step was for the teacher to engage the pupils in a discussion of the gist of the material read. This discussion was in English. If there was no misunderstanding, any one of a number of different procedures followed depending upon the purpose the teacher had in mind. Sometimes the children would be asked to read aloud in chorus. Other times, individuals would be asked to read a few sentences orally. On other occasions, the teacher would read a sentence after which the class would read the same sentence. After the material had been read a second time, the teacher would ask questions in Spanish to which the pupils were expected to respond in Spanish. Some questions were asked which could be answered directly from the words contained in the book. Others, directed to more advanced students, would ask questions for which there was no exact answer printed in the story which was read. Over the one-year period in which reading was taught, the teacher constantly aimed toward helping children acquire the skill to answer questions about the selection spontaneously without referring back to the book and using some words, phrases and patterns which were not contained in the story.

Near the end of the year, when the teacher felt that the pupils were ready, the pupils were encouraged to engage in a game-like activity in which, after reading the selection, they asked questions of each other. The game-like activity was called "Haz una pregunta," and was based on a game-like activity which they had played during the second year using only listening and speaking vocabulary.

Teaching Writing

Very little attention was given to writing at any time during the three years of the program. However, some attention was given to this skill in order to determine experimentally the advisability of undertaking it concurrently with reading. On two occasions the students were given short dictation to see if they could accurately write what they had heard. When the words were pronounced slowly and clearly to them, they could, in general, spell well in Spanish. They recognized Spanish vowels accurately and did not confuse them with English vowels. However, if they wrote without teacher guidance, there would be many mistakes in spelling. The mistakes were both of interchanging like-sounding consonants (such as "s" for "z" or for "c"), or by confusing vowels (using the English "a" for the Spanish "e"). Thus, classroom writing was usually limited to having the pupils write their names and the date in Spanish on their worksheets.

Games

Game and game-like activities played an important role in the instructional program. They served several functions. First, they were a means of motivation since the children enjoyed engaging in them. Next, they were an excellent means by which to review learnings, and finally, they were a means by which some new learnings could be introduced. A description of the games used is contained in the Appendix. New games could in most cases be taught entirely in Spanish because the teacher did not find it difficult to act out an example of the game. The children liked the game and thus were always attentive when they knew that a new game was being introduced.

Review

There were two kinds of review. These will be referred to as direct and indirect. Direct review was begun after the first semester and was undertaken every four to eight weeks. During these weeks the lesson plan pattern changed to some extent from what it was during the weeks when new learnings were presented. The lesson would begin with an introduction, but the time usually devoted to new learnings would be devoted to using the learnings which in the judgment of the teacher were likely to have been forgotten by the pupils. A typical review lesson during the second year might have begun with the introduction as previously described, and then for about five to seven minutes the teacher might review telling time by using a clock and resetting the hands asking the pupils to respond in chorus to each new time setting. Following this, the teacher might ask pupils to volunteer to come before the class and enact some of the dialogue that they knew. Following this, there might be a game which the teacher selected because it involved certain vocabulary which might have been forgotten if not reviewed at this point. Finally, the teacher might ask for suggestions of songs that they would like to hear. It was found that this direct review was an enjoyable week for the pupils since they had an opportunity to demonstrate their ability to use their Spanish.

Indirect review was that kind which is deliberately incorporated in new learnings. That is to say, when new dialogues were constructed an attempt was made to draw from previous learnings those which were most in need of review. Thus, as the children learned new phrases and patterns they were concurrently reviewing previous learnings.

Another form of direct review was having children learn skits or short plays. This proved to be a very successful form of review since the skits were written within the child's vocabulary range, and thus were easily learned. They provided the children an opportunity to come before the class and act. In presenting the skits for the first time, the teacher would read the lines and enact them for the children. Next, the teacher would discuss the skit in English to be certain that all children understood what it was all about. Finally, when the teacher was certain that the children had the general sequence in mind, the lines were learned one at a time. When the time came to enact the skit, it was not necessary for the children to say each line just as it had been originally presented. They were encouraged to make substitutions, to extend certain lines or vary the situation as they wished. However, the general structure of the skit remained constant.

Skits were also used in another way during the second and third years. After the pupils understood and had memorized a few skits they were then encouraged to make up their own. Several days in advance two or more children would be assigned to have a skit prepared. They were free to invent the theme in any way they saw fit, and to use any props which they wished to. The only limitations were that it be totally in Spanish and not take more than three to five minutes. The children displayed a great deal of originality and interest in these skits. After the skit was presented, the teacher engaged the class in a discussion of it. The children of the class were free to point out errors in Spanish. Those not observed by the pupils were pointed out by the teacher.

Telling Stories

Another way in which the children of the control group were encouraged to use their Spanish was that of having them describe what is in a picture or drawing. The teacher would sometimes draw a scene on the chalkboard. Other times bring a drawing or a photograph large enough for all to see. In the beginning these drawings would have little action, but as the years progressed the pictures contained more and more action. The teacher would first show the drawing to the pupils and ask them to think about it in Spanish, and when they thought that they would be able to describe it or a part of it, using only Spanish, they were called upon and offered their description for the class. Other pupils in the room would be encouraged to add more material to that given by the first speaker. From time to time, the teacher would suggest a phrase or two they had forgotten to use, but which they might have used in their descriptions.

Native Speakers of Spanish

On occasion, specialist teachers would invite people from Spanish-speaking countries to their classrooms. The teacher of the control group describes one such occasion as follows: "One afternoon a Chilean woman and her small daughter came to visit the class. They spoke no English. The woman spoke to the pupils entirely in Spanish. Their reactions to her statements indicated that they understood her. When the time came for questions from the pupils, they responded well. They found ways to use their limited knowledge of Spanish to form questions and she understood them. This session did much to make the pupils see that the language they were learning was valuable for communication, and because they were proud of their achievement they were happy to continue."

Correcting Pronunciation

As has been shown in the previous pages, new learnings were presented for speaking facility primarily through some procedure involving repetition. The pupils first listened to the teacher pronounce the phrase at a normal rate of speed. Next, the class would repeat what they had heard. This listen-and-say exercise would be repeated several times. The teacher would then call on individuals to say the phrase. Pronunciation and intonation were corrected immediately. If errors in pronunciation persisted in the group, the speed of utterance would be slowed until they could notice their own mistake and imitate accurately the correct response. Normal speed would then be used again. When a particular word within a phrase was creating difficulty, the word would be repeated carefully by the Spanish teacher, after whom the children would say the word. As soon as the class was saying the word correctly, the teacher would use it in the phrase again, having the children repeat it. If the difficulty was one particular sound only, such as perhaps a vowel, the vowel was repeated by itself a few times, then said in the word, then the word was again used in the phrase. Intonation, stress, pronunciation, rate of speech, utterance of sounds, and fusion of sounds in breath groups were watched carefully in the speech of students.

Meeting Individual Differences

The general course of action in meeting the needs of the pupil of high achievement in Spanish was not to give him new material but to give him activities of leadership and more opportunities to express himself in Spanish with what he already knew. When new material was presented, these students were able to use it correctly before the others could; they were thus given a chance to help the teacher repeat the phrases again for the class, or to act out the scene in order to help others grasp the idea. Also, they were called upon frequently to give in English the gist of a new dialogue. In addition, they were encouraged to undertake outside activities such as preparing skits to be presented to the class, designing crossword puzzles, and developing narrations to be said with drawings.

The below-average student was also of concern. During repetition drill they were sometimes asked to repeat individually so that the teacher could pinpoint problems of pronunciation. Quickly, however, the rest of the class was included to prevent their feelings of inadequacy and to keep the rest of the class from losing interest. In daily activities about the classroom the below-average achievers were given the privilege of helping the teacher with setting up the flannel board or passing out the books. Also, they were encouraged to do extra work that they might want to do, and from time to time they were given suggestions. Some became interested in skits. When programs were given, these pupils were given interesting and easy jobs to perform. One such duty was the gathering of necessary props; another, to say a few lines of a poem which was important because it required some originality in costuming or props.

Another type of problem was the pupil who entered the school after the three-year experimental program had begun, and who had had no previous work in Spanish. Data on these students was of course not included in the statistical analysis when comparing achievement of the two groups, but since their presence in the class affected the instructional procedure, a brief description of how they were dealt with becomes necessary.

This new pupil was immediately given a Spanish name and was taught how to pronounce it. For the first few days the teacher watched carefully to be certain the child was pronouncing with the rest of the group during drill exercises. After a few days, when the child appeared to feel somewhat competent, he was called on to say individually certain of the phrases that he had been learning since he entered class. If he seemed to be enjoying the class and had confidence, the teacher would call on him a little more often than the others in the class in order to assist him in developing good pronunciation and to give him a feeling of success in what otherwise might have been an overwhelming situation. After the first few weeks of this kind of attention the teacher lessened the amount of attention given to him, but was cautious that he not be rushed in acquiring previous work. Those late entering students who entered during the first three semesters who had good intelligence, strong motivation, and a feeling of confidence in themselves achieved a relatively high level of facility in Spanish when compared with the other children in the class. However, those entering during the last three semesters, especially those entering the third year of the program, found it much more difficult to arrive at a comparable status with the others in the class.

Limitations Observed

Since the specialist teachers of the control group were the ones who planned the tape-recorded lessons for the experimental group, they noted that in some ways the control group lacked certain opportunities which were provided the experimental group. Paramount among these was the fact that the children in the control group had contact for the most part with only one Spanish-speaking person--the specialist teacher. This meant that they heard only one voice as the model. Another limitation was the difficulty involved in teaching conversation when only one native voice, that of the teacher, was available. In the opinion of the specialist teachers, the use of puppets or changing voices when presenting conversations for the first time is unsatisfactory in comparison to the use of a tape recorder on which these elements of learning can be systematically and effectively presented when more voices are used. Also, the specialist teachers felt that the control group did not obtain as much experience in a Spanish-speaking atmosphere as did the experimental group, because they did not have the benefit of the television program. Although, from time to time, natives from Spanish-speaking countries were invited into class, and the Spanish teacher told about and showed pictures of Spanish-speaking countries and their people, this was regarded as a weak substitute for the culturally oriented television program presented to the experimental group.

Extra Learnings

Nothing that was included in the syllabus and presented to the experimental class was ever omitted from the new learnings presented to the control group. However, these learnings were not always given the same importance and time in the control group as they were given in the experimental group. The teachers of the control group had the freedom to give emphasis in terms of the needs of the class, whereas the experimental group was confined to presentations provided in the tape recordings. On the other hand, the control group did receive some extra learnings in the form of patterns and vocabulary items as opportunities arose in the class. Usually these new learnings were demanded by the circumstances such as phrases or words needed in order to complete a skit developed by the pupils. This type of extra learning was seldom reviewed formally, although many of them were acquired easily and readily, and used frequently by the pupils of the control group.

A Sample Day

The following, prepared by one of the teachers of the control group, described a typical day's lesson which took place about the middle of the third year.

> "The objectives of this week's lesson were first to have the children review or learn the Spanish names for three objects in preparation for extending their knowledge of colors during the coming week. These objects were an orange (which they already knew), a violet, and a rose. Also, they would work with some new phrases which paralleled those which they would encounter in reading during the coming weeks. They would also learn a new verse to the song 'La cucaracha' (they already had learned too, previously). For review they would work on commands, numbers, clothing and colors, opposites, and the present tense verb forms for saltar (to jump) and jugar (to play). All of these learnings were the same as those being covered by the experimental classes during the same week.
>
> A typical day is Wednesday of this week. I entered the room at the usual time and waited at the back of the classroom until the classroom teacher had finished with the pupils. When everything was ready, I walked up to the front of the class, placed a small stack of papers on the front desk of each row,

indicating in Spanish that they were not to be passed back yet. Next, I instructed the pupils in Spanish to put away any paper and pencil or books that were on their desks. As soon as I had the attention of the whole class, I greeted them with, 'Buenas tardes. ¿Qué tal?'. They responded in chorus. Next, I made one or two comments about the weather and accepted various responses from the class. Then I took out a large card on which was drawn an orange. The pupils already knew what this was, so I merely asked, '¿Qué es esto?' (What is this?). Several hands went up and the first child who was called on answered correctly. I then repeated the correct answer and had the class repeat in chorus. The same procedure was followed quickly with the drawing of the rose and that of the violet. These had been presented initially on Monday. This introductory activity took only about two minutes.

My next step was to have the pupils complete the worksheets. Thus, I told the first pupil in each row, in Spanish, to pass back the worksheets that were on his desk. The one for this day consisted of a series of drawings at the top of the page, which were to be matched with statements at the bottom of the page. The pupils were first told to write their full Spanish names on the paper; next, I asked, in Spanish, if someone could tell me the date. When it was given, I wrote the date on the chalkboard and then instructed the pupils to write it on their papers. Since the students understood the procedure for this worksheet, having had other similar ones in the past, no time was taken for instructions.

In about five minutes the pupils had finished. I then called for correct answers which I indicated on the chalkboard. Each child corrected his own paper, and it was not handed in after it was corrected. However, I asked for a show of hands as to how many had one error, two errors, etc. Nearly all of the pupils were able to raise their hands, and were proud to do so. This whole activity had taken up about eight minutes.

Next I turned to working with the five-line narration-dialogue that had been prepared in order to be certain that particular patterns were already in the child's listening and speaking vocabulary before he would come upon similar patterns in his reading the next week. Since this was the third day that this material was being presented the children were already familiar with the materials which consisted of a large card with a drawing on it. I instructed the children to watch, listen and repeat. The card showed the front of a classroom, the teacher sitting at her desk in the middle, and a door on each side. Above one of the doors hung a flag, and below was shown a girl entering the door. Above the other door was a clock, and below it was shown a boy entering this door. I then said the first line of the selection after which the pupils repeated it. I did the same with the other lines until all lines had been dealt with.

The lines were as follows:

1	Los alumnos entran en la sala de clase.	[The students enter the classroom.]
2	El alumno entra por la puerta debajo del reloj.	[The boy student enters through the door under the clock.]
3	La alumna entra por la puerta debajo de la bandera.	[The girl student enters through the door under the flag.]
4	La profesora pregunta a la alumna: ¿Cómo estás, niña?	[The teacher asks the girl student: How are you?]
5	La alumna responde: Muy bien, gracias. ¿Y usted?	[The girl student answers: Very well, thank you. And you?]

After this, I called for volunteers who wanted to try to say any one of the lines alone. Several children volunteered and although many needed help and correction, there were finally five children who were able to say the complete narration. This activity took about five minutes.

Next, I had the children all stand at the right side of their desks. They were told to make believe that they were following the command that I was going to give. Eight commands were reviewed: lean (read), escuchen (listen), hablen (speak), escriban (write), canten (sing), corran (run), miren (look), and cuenten (count). After each command they silently acted out the action required. About two minutes were taken up with this activity.

In the remaining minutes of the period, I presented the lines to a new verse of 'La cucaracha'. It was as follows:

A la triste cucaracha,	[The sad little cockroach,]
Le gusta mucho cantar;	[Likes very much to sing;]
Pero ya nadie la quiere,	[But nobody likes her,]
No sabe cuándo parar.	[Because she doesn't know when to stop.]

They said the lines over, repeating each one after me, and then ended the class period singing this new verse along with me two times.

When it was time for me to leave the class, I told them that I would see them again tomorrow, and bid them 'hasta mañana'."

CHAPTER V

INSTRUCTION FOR EXPERIMENTAL GROUP

Whereas Chapter IV described how instruction was carried on with the control group, this chapter describes how it was carried on with the experimental group. It presents the principles which were used as guides in the preparation of the televised and tape-recorded lessons. It describes the school and classroom settings, the materials and equipment, and various aspects of the instructional procedures used with the experimental group.

Principles Underlying the Designing of Televised and Tape-Recorded Lessons

As guides for the preparation of the televised and tape-recorded lessons, the staff formulated a number of principles. These principles evolved out of the preliminary experimental work with the pilot group, and out of experience acquired during the first months of operation.

There Should Be a Minimum of Dependence Upon the Teacher's Ability to Use TV and Tape Recorder Equipment

This principle means, for example, that each set of taped lessons for any one week should be contained on one reel. Also, the tape should be designed to run constantly forward, and only a minimum use should be made of techniques which require rewinding and resetting.

There Should Be a Detailed Teachers' Guide to Accompany All TV and Tape-Recorded Lessons

This guide should contain instructions to the teacher, and the script of what is said in Spanish on the tape along with a translation of it. Also, it should be in a format which is easily read and handled during instruction.

Supplemental Visual or Other Materials Needed for the TV and Tape-Recorded Lessons Should Be Provided for the Teacher

There should be no need for the teacher to use valuable instructional time making materials or seeking them.

The Professional Experience of Non-specialist Teachers in Guiding Children Toward Successful Learning Should Be Utilized in the TV or Tape-Recorded Lessons Whenever Appropriate

The tapes should be so constructed as to contain frequent "stops" or short periods of time during which the classroom teacher, with the tape recorder turned off, supervises the learning activities. However, these activities which are directly supervised by the non-specialist should be of a kind wherein the teacher's use of the foreign language is not required.

Non-specialists Should Avoid Using Their Oral Expression in the Foreign Language As a Model of Pronunciation for the Pupils

The pupils should not in any way be led to use the non-specialist's Spanish pronunciation as a model for their speech. Thus, techniques which would require the non-specialists to use only a minimum of expressions in oral language should be used by them as they guide their pupils in learning activities.

There Should Be a Variety of Learning Activities Included in Each TV or Tape-Recorded Lesson

Elementary school children, unlike older pupils, are not able to continue with a particular task for a long period of time. Thus, it is important that there be a variety of activities presented during the twenty-minute instructional period.

There Should Be One Native-Speaking Person Who Assumes the Role of the Foreign Language Teacher on the TV and Tape-Recorded Lessons

Having one person who has a pleasant appealing personality serve as the teacher who directs the activities, lends continuity to the program. It also provides a cultural advantage in that the pupils are more likely to identify with this person and thus gain identity with the cultural group he represents.

A Variety of Voices Should Be Used in Preparing the TV and Taped Lessons Where It Is Natural To Do So

A variety of voices adds interest to the lessons, avoids confusion for the listener, and provides broader experience in both listening and speaking.

After the First Year of Instruction the Persons Whose Voices Are Used on the TV and Tape-Recorded Lessons in the Foreign Language Should at No Time Speak in English

Whenever it is thought necessary to use English in the TV or tape-recorded lessons, it should be used by a person who speaks English as his native language. This narrator should be relatively inconspicuous as a member of the cast, and should never be viewed on the TV screen for the pupils.

English Should Be Used on TV and Tape-Recorded Lessons Solely for the Purpose of Offering Instructions, Explanations, and Directions

English should never be intermingled with Spanish. The lessons should be designed so that the pupils are required to use English only to gain understanding when they cannot express themselves adequately in Spanish.

School and Classroom Settings

The two experimental classes were both located in the same building. It was a relatively new building in a suburban area and had excellent facilities. Both classrooms were the same size and similarly arranged, and had the same general facilities such as chalkboard, bulletin board, and window space. The arrangement of the desks in the classrooms was varied from time to time by the regular classroom teachers. Often they were in straight rows; other times they were in conference groups, and occasionally in a large circle. It was only seldom that they had to rearranged for Spanish class.

The size of the classes ranged from 25 to 30 students most semesters. Also, there were about the same number of transfers in and out of each class each year. Thus, as in the control group, there was the problem of a gradually increasing number of late entering pupils who had had no previous instruction in Spanish.

Although the schedules varied from time to time to allow for special classes, Spanish was generally taught as the first class in the morning.

The administration and the regular classroom teachers generally favored the program. However, since none of them had a speaking knowledge of Spanish, there was little temptation for them to provide incidental supplementary instruction in Spanish as occasionally occurred within the control group classrooms.

In comparing the two classrooms, the teachers of the experimental group expressed the opinion that although the classes were reasonably well equated academically, there were usually differences between them in the extent of their enthusiasm for learning Spanish. This was found to be true even when at the close of the second year the administration attempted to equate the classroom groups by redistributing the pupils. It was the teachers' observations that whenever the pupils were under the direction of regular classroom teachers who had a high enthusiasm for foreign language instruction, the pupils also had high enthusiasm, but whenever the regular classroom teacher's interest in foreign language instruction was low, the pupils exhibited less enthusiasm.

Teachers' Daily Preparation for TV and Tape-Recorded Lessons

The teacher's advanced preparation for the Monday TV lesson was relatively simple. It usually consisted of arranging chairs so that all pupils could view the TV screen, stimulating interest before the telecast with a few appropriate remarks, and, after the telecast, closing the class period with a few statements or questions to the pupils which summarized the lesson.

The few telecasts which required more teacher preparation than usual were those during which certain colors such as pink, violet, and grey were taught in Spanish. Since TV could not distinguish except between different shades of grey, the teachers were furnished with color cards and instructions as to when to display them during the telecast.

On the other hand, the tape-recorded lessons which had been prepared by specialists for the non-specialist teachers to use required more preparation. During the first few weeks of instruction, the non-specialist teachers sometimes listened to the taped lessons, following the script carefully, and thinking through how the lesson would be presented. But as the semester progressed, less and less time was needed for preparation. In general, during the last half of the first year and during the second and third years of instruction, not more than five minutes per day were used by the teachers in preparation for daily tape-recorded lessons. This five-minute preparation consisted of reading the teachers' manuals which accompanied the tapes, and selecting and arranging the materials which would be used during the lesson.

Televised Lessons

The one weekly television lesson was considered the core of the instructional program for the experimental group. It was used primarily for teaching new learnings to be stressed in follow-up activities in tape-recorded lessons during the week. The script for a sample TV lesson appears at the end of this chapter.

Planning Television Lessons

The plan for each TV lesson was begun by a conference of all staff members usually on a Friday afternoon about two weeks before the lesson was to be presented. During the following week, the television teacher, using the ideas which evolved from the conference, developed a detailed plan for that particular TV lesson. By the following Thursday, this plan was duplicated and distributed to all staff members for suggestions and recommended changes based on what they had been observing as they presented more immediate material to their classes. By the next Tuesday the TV teacher had made the necessary adjustments and changes, and on Wednesday it was typed, duplicated, and distributed to the staff, and to the actors so that they could be prepared for the Sunday afternoon rehearsal.

Presenting the Televised Lesson

Early Sunday afternoon the school activity room was transformed into a TV studio. Backdrops were set up, the stage arranged with necessary properties, and the portable electronic units (camera, lights, monitors, and sound equipment) put in place. When everything was ready for the rehearsals, the cast first "walked through" the presentation. Usually this resulted in a number of minor modifications and changes. It was also during this first rehearsal that attention was given to lighting, camera and sound adjustments, and other such technical concerns. Next, incorporating the ideas gained in the "walk through," was the second rehearsal which was paced with the same timing as would be used in the final production. This was observed on a monitor in a classroom some distance away from the studio by those co-directors not participating in the telecast. They made notes as the program continued. After this rehearsal, the staff and actors met again in the "studio" for a brief conference to discuss needed changes before undertaking the final rehearsal. During the final rehearsal observations and notes were again made by the co-directors who were not participating. Following this it was seldom necessary to make more than minor adjustments in the program. The Sunday rehearsal period usually lasted about two to two and one half hours.

The stage set, lights and sound equipment which were set up for the Sunday afternoon rehearsal were left in position for the telecast on Monday morning. On Monday morning the cast usually arrived around 8:30 a.m. and the lesson was telecast from 8:45 to 9:05 a.m. As the telecast was presented a recording was made of the sound portion. The following week this was transcribed and became a part of the records of the study.

Structure and Organization of the Telecast Lessons

The twenty-minute telecast lessons were usually divided into four or five parts in order to provide sufficient variety to maintain the interest of the pupils. The lessons always began with some greeting. A variety of greetings to which the children responded in chorus were used. Whenever a new greeting was introduced it was taught as a new learning at the first of the telecast and was used regularly until it was well learned. Following the greeting was a review of some familiar material. This review was included each week to give the pupils confidence before new and more difficult learnings were introduced.

New learnings were presented next. If, for example, the children were to learn a new dialogue, it would be presented here. First, the utterances which the pupils would meet as new learnings in the dialogue would be presented one at a time. To avoid translation, objects, drawings, and action carried out by the actors, would be used. If an item to be learned was "corre" (third person singular of the verb to run) and the children already knew "él" (he), "ella" (she), "el niño" (the boy), and "la niña" (the girl), the procedure would be for the TV teacher or the narrator to begin by informing the children that they should watch and listen carefully while they learned some new phrases in Spanish. He would also tell them that as soon as they knew what a new phrase meant, they should show their teacher that they knew by raising their hands. The TV teacher might then have a boy actor run across the stage as he would say "El niño corre" (The boy runs). Next, he would have a girl actor run across the stage as he would say "La niña corre" (The girl runs). Next, he would substitute "él" (he) for "el niño" (the boy) and "ella" (she) for "la niña" (the girl), saying the correct Spanish phrase while the action was carried out again by boy and girl actors. Between each action the TV teacher would look directly into the camera and informally question the pupils as to how many had already guessed the meaning of the new phrases. In a similar manner the other new utterance would be presented to the pupils. Following this there would usually be a simple playlette in which the actors, while performing, would say these newly presented patterns. After the playlette the camera would switch back to the TV teacher and he would engage the pupils in listen-and-say drill exercises as he presented the new phrases for a third time.

The next part of the TV lessons was devoted to review. Usually emphasis in review was given to any new material which had been presented the preceding week. If additional time was available, it was usually used for the re-introduction of material that the teachers felt had not been well enough learned as a result of a previous initial presentation.

Following the review activity there was usually a game or a song. If it was one with which they were already familiar, this was usually a short and relaxing part of the TV lesson. On the other hand, if the game or the song were being newly presented, much more time had to be alloted to this part of the lesson. For example, if a new game was to be presented with the intention of having the children play it during the week, then it would first be explained and demonstrated on the telecast lesson. On the other hand, if a new song was to be presented, the TV actress presenting it would first sing the song to the pupils, then if the melody was familiar or simple, she would turn to having the pupils first listen and say the words of the song, taking one line at a time. After the children had said the lines in a listen-and-say drill, the TV actress would sing the song one more time for them to hear it, and encourage them to hum along and sing any words they thought they could remember.

To close the lesson the TV teacher usually bade farewell and encouraged the pupils to work hard with the taped lessons during the week, adding that he would be looking forward to being with them at the next telecast. The Spanish phrases used in the closing were taught as new learnings when they were first used. After they had been so introduced they were used consistently until it was felt that all children understood them. Modified or different closing remarks were introduced later as new learnings in this portion of the TV lesson.

From time to time it was found effective to provide the children with opportunities to use the Spanish they had acquired. Thus, about every four to six weeks the organization of the telecast varied from that described as the usual form. These special lessons were designed to involve only those phrases which the children already knew but in situations which differed from those in which they were originally learned. These telecast lessons were regarded by the staff as the most difficult TV lessons to prepare, but it was the opinion of the teachers that these telecasts were the most popular with the children, and that they always seemed to heighten the pupils' interest in learning the language.

The organization of these special telecasts varied, but in general the focus of attention in each was a playlette, enacted by a number of characters whose speaking parts were modifications of language patterns which had already been acquired by the pupils. Also, there was an attempt in each enacted story to have a simple plot so as to enhance the interest level for the listener.

Use of English in Telecasts

During the first year of instruction whenever English was used in the telecasts, it was used by the bi-lingual Spanish teacher. However, during the second and third years, the TV teacher and all actors spoke only Spanish. During these last two years when English was deemed necessary in order to enhance the effectiveness of the lesson it was heard through a narrator's voice, but this person was never seen on the TV screen.

The Actors and Actresses

All persons appearing on the telecasts were adults. The TV teacher, who held the leading role, was a college professor who had had experience in both classroom and televised teaching. The next most important actors were the two persons who played the principal roles of children and appeared in all telecasts. The one who played the role of the girl was one of the specialist teachers who taught classes in the control group. The other, who played the role of a boy, was a graduate student doing advanced work at the University of Illinois. Other actors and actresses were hired on a part-time basis when needed.

For nearly all telecast lessons it was possible to employ actors with native voices of good quality. Therefore, it was only on rare occasions that voices only near-native in quality were used. The actors and actresses who performed on the telecasts also provided the voices for the tape-recorded lessons.

Tape-Recorded Lessons

Each week there were four different tape-recorded lessons as follow-ups on the Monday TV presentation. A sample of four sequential lessons appears at the end of this chapter.

Writing and Recording of Taped Lessons

Scripts for the taped lessons were written by a procedure which closely paralleled that used in preparing the telecasts. That is to say, the persons who designed the tape-recorded lessons made initial plans two weeks in advance and coordinated their work with that of the TV teacher and the teachers of both the control and experimental groups. Next, the initial plans were checked carefully for language accuracy and educational soundness by the co-directors, and revised where necessary. They were then typed in sufficient copies and given a final check before the recordings were prepared. After the recordings were made, the manuals to accompany them were written, checked against the tape scripts, and duplicated.

Length of Tapes

The tape-recorded lessons, if allowed to run continuously, would last for only five to ten minutes, yet they were designed to be used as twenty-minute lessons. The difference in time is accounted for in the fact that the instructions, contained both on the tape and in the manuals, required the non-specialist teacher to stop the tape at various points in order to engage the pupils in practice activities. It was found that the techniques of stopping the tape and placing instructional responsibility in the hands of the non-specialist teacher enhanced the effectiveness of learning. It capitalized on the instructional skills of the experienced teacher who knew the personalized techniques by which to maintain effective learning.

Each of the four tapes in any sequence varied from the others. Each had a different greeting, a different game or song, and each treated review and new learnings in a slightly different manner.

Programming of Content for Tape-Recorded Lessons

Careful programming or grading was used in the designing of each successive tape-recorded lesson. For example, assume that a new four-line dialogue had been presented on the Monday telecast. On Tuesday, as part of the lesson, the children would listen to the dialogue just as they had heard it on the telecast. The non-specialist teacher would then be instructed both on the tape and in the manual to stop the tape and have the pupils explain in English what they thought it was about. The teacher's manual would contain a number of appropriate questions which could be used to stimulate discussion and avoid having the pupils translate. If the dialogue was a long one or for some other reason was regarded as difficult, the tape presentation would have the pupils first hear the entire dialogue, then have them hear it line by line discussing each just after it had been heard. Next, the children would be asked to listen to and repeat each line a number of times. This exercise would be contained on the tape with time pauses for repetition by the pupils allowed after each line.

Sometimes as part of the first tape-recorded follow-up lesson in learning a new dialogue, the tape would instruct the teachers to select children to come before the class and act out, in pantomine, what they were hearing in Spanish on the tape recorder. This was undertaken when actions were depicted in the dialogue and was included so as to reduce the discussion of the lines in English. After the pupils had satisfied the teacher that they understood the general idea of the dialogue, they were guided in listen-and-say exercises presented on the tape recorder.

On Wednesday's taped lesson the pupils would again hear the entire dialogue just as it had been presented on television. Then the teacher would be instructed to stop the tape and have the children briefly review in English what it was about. Next would be a listen-and-say exercise carried on in the same manner as on the first taped lesson. The first two times through the dialogue, the whole class would say each line after the TV teacher. Next, if there were two voice parts, one a boy and the other a girl, the TV teacher would instruct the girls to say the lines after the girl, and the boys to say the lines after the boy. Two more repetitions with listen-and-say activities would then follow.

The portion of the tape for Thursday which dealt with the new dialogue would begin by having the pupils again listen to the whole dialogue, but no discussion would follow unless the classroom teacher felt it necessary. Next, the voice of the TV teacher (or the narrator in English) would tell the pupils that at the sound of the tone the classroom teacher would stop the tape and that they were to think (try to recall) the first line of the dialogue. If they could remember it, they were not to say a word but to raise their hands to show they remembered it. Next, the classroom teacher would start the tape and the pupils would hear that first line said by the TV teacher. The classroom teacher would ask for a show of hands as to how many had guessed the line correctly before they had heard it. Those who had would be complimented, and the whole class would be asked to say the line in chorus. The classroom teacher would then start the tape and the same procedure would be used for each of the remaining lines. After this, there would be one whole class listen-and-say activity following which the class would be divided into two groups and first with the model taped voices, then later without them, they would say the dialogue in parts.

The portion of Friday's tape, dealing with new learnings, would begin for the first time that week by not having the children hear the whole dialogue. It would start by having them think (try to recall) a line and then verify it in the manner previously described as the second step for the Thursday tape. Next, the classroom teacher would be instructed in the manual (and reminded on the tape) to stop the tape and have the children in small groups or in pairs come before the class to enact and say the dialogue.

The following week, this dialogue would be reviewed briefly on the TV lesson and taken as review in the taped lessons as often as judged necessary by the specialists planning the program.

Organization of Content on Tape

The sequence with which activities were undertaken on the tapes was similar to that used most generally on the telecast lessons. First was the greeting by the Spanish teacher. There were many to which the children responded chorally. For example:

TEACHER:	Hola, niños.	[Hello, children.]
PUPILS:	Hola, señor Flores.	[Hello, Mr. Flores.]

TEACHER:	¿Cómo están ustedes hoy?	[How are you all today?]
PUPILS:	Muy bien, gracias, ¿y usted?	[Very well, thank you, and you?]
TEACHER:	Muy bien, gracias.	[Very well, thank you.]

Following this it was common for some questions to be asked of the pupils. These were selected because they were needed for review and because they provided the pupils with confidence. Sometimes they would be of a kind which required choral responses; other times the classroom teacher would select pupils from the class to respond individually.

The next part of the taped lesson was that in which the new learnings were presented. The nature of this part has already been described in a previous section of this chapter.

Following the section in which special attention was given to recent learnings was the section devoted to a review of the new learnings presented the previous week, and where time allowed, to a review of other learnings.

The final activity was usually a song, a game, a dramatization of a dialogue which pupils already knew, or an activity in which the pupils were encouraged to ask questions in Spanish of each other.

Each class period closed in the same manner as the telecast. That is to say, there were closing remarks which varied in the same manner as described for the telecast lessons.

University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

Elementary Spanish II
TV LESSON
Semester II
Year 2

"MEXICO"

FOURTH WEEK

(This lesson is a review lesson--reviewing elements they have been learning the past two or three weeks.)

Setting: The terrace, or patio, of a Mexican restaurant in Taxco, "El Restaurante del Hotel Victoria." Appropriate backdrop; table with four chairs, tablecloth and some sort of centerpiece, on center of scene. To the side, a clothes tree.

The Sepúlveda family, Sr. and Sra. Sepúlveda, and their two children, José and Elena, eating out. The family enters the restaurant, takes off their wraps and hangs them on the clothes tree. They sit down, and while waiting for the waiter, they make appropriate remarks about the restaurant: what they would like to eat, etc. When the waiter finally comes, they engage in conversation. The waiter may suggest certain specialties of the restaurant: tortillas, tacos, frijoles refritos, etc. The waiter takes their orders and leaves. A "Charro", with guitar, and a "China poblana" enter singing the end of a Mexican song. The family applauds and asks the singers to sing "Allá en el rancho grande." The "Charro" and the "China" leave, singing, just as they did when they entered. Music fades out as family directs their eyes toward exit. The waiter comes in with a tray, bringing table utensils: forks, knives, spoons, glasses, napkins. He sets the table, pours water in the glasses--meanwhile they engage in conversation. Waiter leaves. While he is gone, José and Elena play a game, "¿Cuál me gusta más?" including four or five food items: carne, patatas, pan, tortillas, frijoles, leche. Father and mother look on. Waiter comes in with tray of four plates with tortillas which he proceeds to place on table--one in front of each person. He leaves, family begins to eat the tortillas, making appropriate remarks. Camera fades out, and Narrator introduces Sr. Flores as teacher. He reviews dialogue with children, and makes some cultural observations about Mexico. Teacher takes leave, and Narrator ends lesson.

As the telecast opens children view several still pictures of Mexico. With music background, the unseen narrator explains.

NARRATOR: --Hello, boys and girls. This is the last time you will be going from the United States, across the Rio Grande, to Mexico. This is the white marble palace of fine arts in Mexico City. Mexico has many small villages. This man is going from his village and taking his products to market on a burro. The Indian women remain at home with the children, waiting for something special from the market place. They live in houses much like those of their ancestors. Here is a large ranch, where cattle raising is very important. Children, today we find the Sepúlveda family eating out. They do this every once in a while, and today Sr. Sepúlveda is treating his family to dinner, at one of the more typical restaurants in Taxco, the town where they live in Mexico. It's the "Restaurante" of the Hotel Victoria. They are eating outdoors on the terrace of the restaurant. Let's go to the "Restaurante Victoria," and see what the Sepúlveda family is going to eat this time. Let's see what they say and do. Listen very carefully, children.

(Camera is focused on the terrace of the restaurant as Narrator ends introduction. In a moment, the family enters. Music background--very soft, until they begin their dialogue.)

PADRE: --Pasen, pasen. Vamos, vamos. (As family enters the restaurant.)

ELENA: --Ah, qué bonito es este restaurante, papá. (Excited--gestures.)

PADRE: --Sí, sí, es muy bonito, Elena. Muy bien. (Helps his wife with her stole, hangs it on clothes tree.)

MADRE: --Quítate el sombrero y el impermeable también. (To her husband.)

PADRE: --Claro, me quito el impermeable. Y me quito el sombrero. (Hangs them on clothes tree.)

(José is seen walking off, as he looks about.)

ELENA: --Papá, ¿me quito la chaqueta?

PADRE: --Sí, quítate la chaqueta. (She takes it off and gives it to her father who hangs it on clothes tree.)

ELENA: --¿Me quito el sombrero también?

MADRE: --Si quieres, sí. Pero, no es necesario.

ELENA: --Sí, me quito el sombrero. (Takes it off and gives it to her father who hangs it on clothes tree.)

PADRE: --Muy bien.

ELENA: --Papá, ¿qué hora es? ¿No es hora de comer ya?

PADRE: --Sí, ya es hora de comer. Son las dos. Vamos, siéntate aquí, Elena. (Points to chair.)

--Pero, ¿dónde está José? (Looking for José.)

MADRE: --No sé. ¿Dónde está José?

(They look all over, but cannot find him.)

ELENA: --¿Dónde está José? (Goes off looking for her brother José.)

PADRE: --¿Dónde está este muchacho? ¿Dónde está José? ¡José! (A little angry.)

ELENA: --¡Papá, aquí está José! (Off stage--has found José.)

PADRE: --José, ven acá. (To the side.)

ELENA: --¡José, ven acá! Te llama papá. (Off stage, to José.)

JOSE: --Ya voy. (Off stage.) (Elena and José appear on scene.)

PADRE: --Pero, ¿qué haces, José?

JOSE: --Me quito la chaqueta. (Taking off his coat.)

MADRE: --No, José, ponte la chaqueta. Rápido, ponte la chaqueta. (Wants to help him with his coat.)

JOSE: --Bien, me pongo la chaqueta, mamá. (Puts his coat on again--mother helps him. Excited, moving around.)

PADRE: --¿Qué haces, José?

JOSE: --Nada, papá. Este restaurante es muy bonito. (Gestures appropriately.)

PADRE: --Sí, este restaurante es muy bonito. Pero, vamos, José. Ya es hora de comer. José, siéntate aquí. Y tú, Elena, siéntate aquí. (Pointing to chairs.)

ELENA: --Sí, papá. (Sits down.)

PADRE: --Y tú, aquí. Muy bien. (To mother, as he helps her with her chair.)

(Father sits down.)

JOSE: --Tengo hambre, papá. (Gestures.)

ELENA: --Yo tengo mucha hambre, también. (Gestures.)

PADRE: --Yo también tengo hambre. Pero, pronto vamos a comer. El mozo va a venir pronto. ¿Te gusta este restaurante? (To his wife.)

MADRE: --Sí, me gusta mucho. Me gusta más que comer en casa.

ELENA: --Papá, ¿cómo se llama este restaurante? (A little excited.)

PADRE: --Este restaurante se llama "el Restaurante Victoria." Es un restaurante muy bueno, y la comida es muy buena, también.

JOSE: --Es el restaurante más grande de Taxco.

PADRE: --Sí, es el restaurante más grande de Taxco. El Restaurante Victoria es muy famoso. Y, a este restaurante, vienen muchos turistas de los Estados Unidos a comer, porque la comida es muy buena.

JOSE: --Y también tienen música.

ELENA: --¡Ah, qué bien! A mí me gusta mucho la música de Méjico. (Excited.)

JOSE: --¿Qué día es hoy, mamá?

MADRE: --¿No lo sabes, José? Hoy es lunes, y ayer fué domingo.

JOSE: --Ah, sí, hoy es lunes, y ayer fué domingo, y mañana es martes. (Laughing.)

PADRE: --Claro, mañana es martes. Ah, aquí viene el mozo.

(Waiter enters, bringing four menus and gives one to each person.)

MOZO: --Buenas tardes. (As he walks to the table.)

PADRE: --Buenas tardes.

MOZO: --Buenas tardes, niños.

JOSE-ELENA: --Buenas tardes.

PADRE: --Vamos a ver. ¿Qué hay de comer? (Looking over the menu.)

MOZO: --Hay muchas cosas muy buenas. Hay carne, patatas, tortillas y muchas cosas más. Yo recomiendo las tortillas y los tacos. Son magníficos. (Stands with pad and pencil ready to take the orders.)

PADRE: --Muy bien.

MOZO: --Es un plato especial del Restaurante Victoria.

JOSE: --¿Hay helado también?

MOZO: --Claro, tenemos muy buen helado.

MADRE: --Sí, pero más tarde. Ahora vamos a pedir la comida.

PADRE: --¿Qué quieres comer? (To his wife.)

MADRE: --Yo quiero el plato especial del restaurante. Tortillas y tacos. También ensalada. Y quiero tomar café con leche. (Looking at menu.)

MOZO: --Muy bien, señora. Tortillas, tacos, ensalada, café. ¿Y qué quiere usted para postre? (Writing on pad.)

MADRE: --Quiero helado de chocolate.

MOZO: --Muy bien; helado de chocolate. (Writing it down.)

PADRE: --Elena, ¿qué quieres tú?

ELENA: --Yo quiero carne, patatas, y frijoles. Y helado de chocolate, también.

MOZO: --Muy bien. Carne, patatas, frijoles, y helado de chocolate. (Writing down each item and reading from pad as he writes.)

MADRE: --También leche para la niña. José, ¿qué quieres tú comer? (Appropriate gestures by the waiter.)

JOSE: --Yo quiero tortillas y tacos; frijoles, ensalada, leche y helado. (Looking at menu very carefully.)

MOZO: --Muy bien. Tortillas, tacos, frijoles, ensalada, leche, y helado. (Reading as he writes on pad.)

PADRE: --Y yo también quiero tortillas y tacos. ¡Ah! y frijoles refritos, ¿eh? Ensalada y café. Café con leche. (Appropriate gestures.)

MOZO: --Sí. (As he writes.)

PADRE: --¡Ah! Y para el postre, quiero helado, no de chocolate, helado de vainilla.

MOZO: --Muy bien. Pronto traigo la comida para todos. (Appropriate gestures.)

PADRE: --Muy bien. (Waiter takes the menus and leaves.)

(As the waiter is leaving, we hear music - off stage. The family is aware of this; they look toward the side. Music becomes louder, and in a moment, a "charro" and a "china poblana" enter; they finish their song as they arrange themselves, standing, near the table. The Sepúlveda family applauds. They ask the musicians to sing "Allá en el rancho grande.")

ELENA: --¿Oyes? ¿Qué es eso? (As she hears the music.)

JOSE: --Es la mísica. Ah, aquí vienen los mísicos.

(Musicians enter, singing.)

(Family applauds musicians who are just ending song.)

CHINA: --¿Qué desean ustedes escuchar?

JOSE: --Canten "Cuadalajara," por favor. (Excited.)

ELENA: --No, no, canten "Allá en el rancho grande." (Very excited.)

PADRE: --Sí, "Allá en el rancho grande," por favor.

MADRE: --Sí, "Allá en el rancho grande."

CHINA: --"Allá en el rancho grande."

("China" sings, her "charro" plays guitar. They sing two or three verses, as family looks on very pleased. Song ends, and musicians leave. Father gives the singer a tip.)

PADRE: --¡Muy bien, muy bien! (Family applauds.)

--Es una canción muy bonita.

JOSE: --Es muy bonita.

PADRE: --Muchas gracias, señora. (Gives her a tip.)

CHINA: --Gracias, señores.

ELENA: --¡Qué bien canta! (Very excited.)

CHINA-CHARRO: (They leave, singing.)

PADRE: --Es una canción muy bonita, ¿verdad? (Waiter enters.)

--Ah, aquí viene el mozo otra vez.

--¡Qué bien canta!

JOSE: --Sí, canta muy bien.

NARRATOR: (While waiter sets table.) --Children, I am sure you understood much of what they were saying. And did you like the music? The girl sang very well, didn't she? This is quite common in Mexican restaurants, while people are eating, several musicians may come to their tables and sing or play the guitar or another instrument. This is very typically Mexican. I am sure you enjoyed the song, and I am sure you will enjoy singing "Allá en el rancho grande." Children, while the family waits for their food, José and Elena are going to play a new

game. José is going to try to guess what Elena likes most. It will be one of the five different foods: tortillas, meat, beans, potatoes, and milk. Listen carefully now, and perhaps later during the week, you will be playing this game. Listen.

(Camera is focused on table and family. While José and Elena play, father and mother look on. Appropriate gestures are made.)

ELENA: --José, ¿quieres jugar a "¿Cuál me gusta más?"?

JOSE: --Sí, vamos a jugar a "¿Cuál me gusta más?".

ELENA: --Bien. ¿Cuál me gusta más: Tortillas, carne, frijoles, patatas, o leche?

NARRATOR: --Children, Elena is thinking that she likes meat better than the other things. (As Narrator speaks, Elena whispers to her father. He in turn to his wife.)

JOSE: --¿Te gustan más las patatas?

ELENA: --No, no me gustan más las patatas.

JOSE: --¿Te gustan más las tortillas?

ELENA: --No, no me gustan más las tortillas.

JOSE: --¿Te gusta más la leche?

ELENA: --No, no me gusta más la leche.

JOSE: --¿Te gusta más la carne?

ELENA: --Sí, es la carne.

PADRE: --Ah, aquí viene el mozo otra vez. Muy bien, ahora vamos a comer.

(Waiter comes in with tray of food. The game stops. The waiter leaves the tray on a stand and proceeds to serve the family. Appropriate remarks are made as camera fades out.)

ELENA: --Yo tengo hambre. (Gestures.)

PADRE: --Yo también tengo hambre. ¿Te gustan las tortillas? (Gestures to wife.)

MADRE: --Ah, sí, me gustan mucho.

PADRE: --¿Y los frijoles refritos?

MADRE: --También.

PADRE: --Qué buenos están los frijoles refritos, ¿verdad? Especialmente los frijoles mejicanos. Y en este restaurante son los más famosos de Méjico.

MADRE: --¿Verdad?

PADRE: --Sí, ya lo creo. Bueno, ah, aquí vienen las tortillas. (Excited.)

ELENA: --Ah......las tortillas.

(Camera fades out as Narrator speaks.)

NARRATOR: --We will leave the Sepúlveda family to eat their meal in private. But now, children, we will join Sr. Flores as your teacher. Listen carefully.

TEACHER: (Facing camera.) --Buenos días, niños. [Pause for response]

--¿Cómo están hoy? [Pause for response]

--Muy bien, gracias. Niños, tengo dos o tres preguntas. Escuchen y respondan.

--¿Qué día es hoy? [Pause for response]

--Sí, hoy es lunes. Ahora, otra pregunta. Escuchen y respondan.

--¿Qué día fué ayer? [Pause for response]

--Claro, ayer fué domingo. Ahora, otra pregunta. Escuchen y respondan.

--¿Qué día es mañana? [Pause for response]

--Claro, mañana es martes. Hoy es lunes; ayer fué domingo; y mañana es martes. Muy bien, niños. Espero que les haya gustado la lección de español de hoy. Ahora, creo que hay tiempo para repasar el diálogo de la comida. Y después, vamos a cantar la canción, "Allá en el rancho grande" otra vez. ¿Quieren cantar la canción con la señora, y el señor de la guitarra? Muy bien. Ahora, vamos a repetir las frases. Escuchen y repitan. Muy bien, todos repitan.

--¿Qué hay de comer? [Pause for repeat]

--Hay carne, patatas, pan, tortillas, y ensalada. [Pause for repeat]

--¿Hay helado también? [Pause for repeat]

--Sí, pero más tarde. [Pause for repeat]

--¿Quieres leche? [Pause for repeat]

--Sí, pásame la leche, por favor. [Pause for repeat]

--¿Te gustan las tortillas? [Pause for repeat]

--Sí, me gustan las tortillas. [Pause for repeat]

--Muy bien, niños. Ahora, antes de cantar, vamos a repasar las palabras de "Allá en el rancho grande." ¿Entienden, niños? Claro que sí. Muy bien, escuchen y repitan.

--Allá en el rancho grande [Pause for repeat]

--Allá donde vivía [Pause for repeat]

--Había una rancherita [Pause for repeat]

--Que alegre me decía [Pause for repeat]

--Que alegre me decía [Pause for repeat]

--Una vez más. Otra vez, niños, vamos a repetir. Escuchen y repitan.

--Allá en el rancho grande [Pause for repeat]

--Allá donde vivía [Pause for repeat]

--Había una rancherita [Pause for repeat]

--Que alegre me decía [Pause for repeat]

--Que alegre me decía [Pause for repeat]

--Muy bien, niños. Ahora, vamos a cantar. Voy a llamar al señor de la guitarra, y la señora. Vengan ustedes, por favor. Muy bien, aquí viene el guitarrista. Tiene que ponerse el sombrero. Muy bien. -Niños, ahora canten todos. Canten todos con la señora. Muy bien, vamos a empezar.

CHINA-CHARRO: --("China" sings as her guitarrist plays, first verse only.)

TEACHER: --Otra vez, por favor. Una vez más.

CHINA-CHARRO: --("China" sings again, first verse only.)

TEACHER: --Muy bien. Muchas gracias, señora; muchas gracias, señor. Muy bien, niños. Creo que ya es hora de terminar la lección de hoy. Espero que les haya gustado, y durante la semana, van a cantar "Allá en el rancho grande" y a decir el diálogo de la comida. Muy bien, niños, entonces, hasta el lunes. Adiós.

(Leaves. As he does so, he waves good-bye to children.)

NARRATOR: --Boys and girls, I hope you have enjoyed today's lesson. Next week, we will go to a different Spanish-speaking country - Costa Rica - a small country in Central America.

(Camera fades out - music background.)

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TEACHER'S MANUALS

for

Semester II

Week 4

Unit V

University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

TEACHER'S MANUAL

Day 2
Tape 1

Year 2
Semester II
Week 4

BEFORE-CLASS PREPARATION:

1. Display Simón card No. 6. (The drawing which shows Simón and a group of children facing you and speaking in chorus.)
2. Have flannel board cards ready to be displayed according to script. They are: bread, meat, potatoes, tortillas, milk, salt.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	INTRODUCTION	
	¡Hola, niños!	Hello, children!
Pause for response-		
	Niños, tengo una pregunta. Escuchen y respondan.	Children, I have a question. Listen and respond.
	¿Aprenden español?	Do you learn Spanish?
Pause for response-		
DISPLAY SIMON CARD 6		
	Sí, aprendemos español; es correcto. Escuchen y repitan.	Yes, we learn Spanish; is correct. Listen and repeat.
	Sí, aprendemos español.	
Show Simón card Pause for repeat-		
	ACTIVITY ONE	
	Muy bien, niños. Vamos a decir el diálogo de la comida. Escuchen y repitan.	Very well, children. Let's say the dialogue about eating. Listen and repeat.
NOTE: Display flannel board cards depicting the food items as they are mentioned in the dialogue.		
	¿Qué hay de comer?	What is there to eat?
Pause for repeat-		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
Pause for repeat-	Hay carne, patatas, pan, tortillas, y ensalada.	There is meat, potatoes, bread, tortillas, and salad.
Pause for repeat-	¿Hay helado también?	Is there ice cream too?
Pause for repeat-	Sí, pero más tarde.	Yes, but later.
Pause for repeat-	¿Quieres leche?	Do you want milk?
Pause for repeat-	Sí, pásame la leche, por favor.	Yes, pass me the milk, please.
Pause for repeat-	¿Te gustan las tortillas?	Do you like tortillas?
Pause for repeat-	Sí, me gustan las tortillas.	Yes, I like tortillas.
	Así me gusta, niños. Vamos a parar la cinta y ustedes pueden recitar el diálogo solos.	That's nice, children. Let's stop the tape and you can recite the dialogue alone.
	NARRATOR: Sr. Flores wants your teacher to stop the tape so that you can try reciting the dialogue without him.	
(STOP TAPE)		
Have the pupils practice saying the dialogue in chorus without Sr. Flores. Repeat the practices used last week. For example, have the boys pretend to be José and the girls, Elena. One group could ask the questions for the others to respond to. It may be useful to		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
display pictures of items in the dialogue. (START TAPE)		
	ACTIVITY TWO	
	Ahora, niños, vamos a jugar a "¿Cuál me gusta más?".	Now, children, we're going to play "What do I like best?".
	NARRATOR: Children, the object of this game is to guess which thing a person likes best. A leader is chosen and the other children, by asking questions, guess which thing he likes best. Here are Elena and José to play the game for you. They are pretending to be looking at various foods.	
	Sí, aquí están Elena y José.	Yes, here are Elena and José.
	Elena: ¿Cuál me gusta más?	What do I like best?
	José: ¿Te gustan más las patatas?	Do you like potatoes best?
	Elena: No, no me gustan más las patatas.	No, I don't like potatoes best.
	José: ¿Te gusta más la leche?	Do you like milk best?
	Elena: No, no me gusta más la leche.	No, I don't like milk best.
	José: ¿Te gustan más las tortillas?	Do you like tortillas best?
	Elena: Sí, me gustan más las tortillas.	
	Bien, José y Elena. Niños, escuchen y repitan.	Fine, José and Elena. Children, listen and repeat.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
Pause for repeat-	¿Cuál me gusta más?	What do I like best?
Pause for repeat-	¿Te gustan más las patatas?	Do you like potatoes best?
Pause for repeat-	No, no me gustan más las patatas.	No, I don't like potatoes best.
Pause for repeat-	¿Te gusta más la leche?	Do you like milk best?
Pause for repeat-	No, no me gusta más la leche.	No, I don't like milk best.
Pause for repeat-	¿Te gustan más las tortillas?	Do you like tortillas best?
Pause for repeat-	Sí, me gustan más las tortillas.	Yes, I like tortillas best.
	Muy bien, muchachos. Ahora, vamos a jugar.	Very good, boys and girls. Now, we're going to play.
	NARRATOR: Now your teacher will stop the tape and arrange several pictures on the flannel board.	
(STOP TAPE)		
Arrange the following on the flannel board: bread, meat, potatoes, tortillas, milk, salt. Select a leader to ask "¿Cuál me gusta más?" and have the children guess which item the leader likes best by asking "¿Te gusta más ___?", or "¿Te gustan más ___?", followed by the name of an item on the flannel board.		
(START TAPE)		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	Bien, niños. Pronto vamos a jugar otra vez a "¿Cuál me gusta más?".	Fine, children. Soon we will play "What Do I Like Best?" again.
NOTE THAT UNLESS THE TEACHER PRETENDS TO BE A CHILD, THE CHILDREN CANNOT ASK THESE QUESTIONS OF AN ADULT BECAUSE THE "TE" FORM IS USED.		
	ACTIVITY THREE	
Pause for response-	Niños, ¿qué hora es?	Children, what time is it?
(STOP TAPE) Call on a student to give the time. (START TAPE)		
(Gesture hand forward to suggest "soon.")	Ah, pronto termina la clase de español.	Oh, soon the Spanish class will be over.
	Hay tiempo para cantar "Allá en el rancho grande." ¿Listos? Elena, vamos a cantar.	There is time to sing "There in the Big Ranch." Ready? Elena, let's sing.
	Elena: Bueno, niños, vamos a empezar.	Fine, children, let's begin.
	Allá en el rancho grande, Allá donde vivía; Había una rancherita, Que alegre me decía, Que alegre me decía...	

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	CLOSING	
	Muy bien, niños. Pronto vamos a cantar otra vez. ¡Hasta luego!	Very good, children. Soon we will sing again. So long!
Pause for response-		
(STOP TAPE)		

TEACHER'S MANUAL

Day 3
Tape 2

Year 2
Semester II
Week 4

BEFORE-CLASS PREPARATION:

1. Display Simón card No. 6. (The drawing which shows Simón and a group of children facing you and speaking in chorus.)
2. Have the following flannel board cards ready to be displayed during script: water, salad, salt, pepper, beans, sugar.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	INTRODUCTION	
	¡Buenos días, niños!	Good morning, children!
Pause for response-		
	¿Qué tal?	How is everything?
Pause for response-		
	Bien, gracias. Hoy tengo una pregunta. Escuchen y respondan.	Fine, thank you. Today I have a question. Listen and respond.
	¿Hablan ustedes español?	Do you speak Spanish?
Pause for response-		
DISPLAY SIMON CARD 6		
	Sí, hablamos español; es correcto. Escuchen y repitan.	Yes, we speak Spanish; is correct. Listen and repeat.
	Sí, hablamos español.	
Show Simón card Pause for repeat-		
	Bien hecho, niños.	Well done, children.
	ACTIVITY ONE	
	Vamos a decir el diálogo de la comida. Escuchen y repitan.	Let's say the dialogue about eating. Listen and repeat.
NOTE: Display the flannel board cards depicting the food items as they are mentioned in the dialogue.		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
Pause for repeat-	¿Qué hay de comer?	What is there to eat?
Pause for repeat-	Hay carne, patatas, pan, tortillas y ensalada.	There is meat, potatoes, bread, tortillas, and salad.
Pause for repeat-	¿Hay helado también?	Is there ice cream too?
Pause for repeat-	Sí, pero más tarde.	Yes, but later.
Pause for repeat-	¿Quieres leche?	Would you like milk?
Pause for repeat-	Sí, pásame la leche, por favor.	Yes, pass me the milk, please.
Pause for repeat-	¿Te gustan las tortillas?	Do you like tortillas?
Pause for repeat-	Sí, me gustan las tortillas.	Yes, I like tortillas.
	Así me gusta, niños. Vamos a parar la cinta y ustedes pueden recitar el diálogo solos.	I'm pleased, children. Let's stop the tape and you can recite the dialogue alone.
	NARRATOR: Sr. Flores wants your teacher to stop the tape so you can try reciting the dialogue without him.	
(STOP TAPE)		
Have the pupils practice saying the dialogue in chorus without Sr. Flores. Repeat the practices used last week. For example, ha have the boys pretend to be José, and the girls, Elena. One group could ask the questions for the others to respond to.		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
It may be useful to display pictures of items in the dialogue.		
(START TAPE)		
	ACTIVITY TWO	
	Hoy vamos a jugar otra vez a "¿Cuál me gusta más?". Aquí tenemos las frases útiles para jugar. Escuchen y repitan.	Today we're going to play "What Do I Like Best?" again. Here are some useful phrases in order to play. Listen and repeat.
Pause for repeat-	¿Cuál me gusta más?	What do I like best?
Pause for repeat-	¿Cuál me gusta más?	
Pause for repeat-	¿Te gusta más el agua?	Do you like water best?
Pause for repeat-	No, no me gusta más el agua.	No, I don't like water best.
Pause for repeat-	¿Te gusta más la ensalada?	Do you like salad best?
	Excelente, muchachos. Ahora, vamos a parar la cinta.	Excellent, boys and girls. Now, let's stop the tape.
	NARRATOR: Now your teacher will stop the tape and select a leader and the class will guess what thing he likes best from pictures on the flannel board.	
(STOP TAPE)		
Arrange the following on the flannel board: water, salad, salt, pepper, beans, sugar. Select a leader to ask, "¿Cuál me gusta más?",		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
and have the children guess which item he likes best by asking, "¿Te gusta más ___?", or "¿Te gustan más ___?" followed by the name of an item on the flannel board. Play as time allows.		
(START TAPE)		

ACTIVITY THREE

	Niños, pronto termina la clase. ¿Hay tiempo para cantar? Bien. Pero, primero tengo unas preguntas. Escuchen y respondan.	Children, soon class will end. Is there time to sing? Fine. But, first I have a few questions. Listen and respond.
Pause for response-	¿Qué día es hoy?	What day is today?
Use no gestures.	Sí, hoy es miércoles.	Yes, today is Wednesday.
Pause for response-	¿Qué día es mañana?	What day is tomorrow?
Hand gesture forward to show future.	Bien, mañana es jueves.	Fine, tomorrow is Thursday.
	Ahora, escuchen. -¿Qué dia fué ayer?	Now, listen. What day was yesterday?
Pause for repeat-	Ayer fué martes. -Repitan.	Yesterday was Tuesday. Repeat.
Hand gesture backward over shoulder to suggest "yesterday."		
(STOP TAPE)		
Ask children what Sr. Flores was talking		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
about. (Ayer--yesterday). Bring out the answer that he was talking about the day before (past).		
(START TAPE)		
	Bien, niños, ayer cantamos "Allá en el rancho grande." ¿Quieren cantar otra vez hoy? Bien. Elena, vamos a cantar.	Fine, children, yesterday we sang "There in the Big Ranch." Do you want to sing again today? Fine. Elena, let's sing.
	Elena: Niños, ¿listos? Vamos a empezar.	Children, are you ready? Let's begin.
	Allá en el rancho grande, Allá donde vivía; Había una rancherita, Que alegre me decía, Que alegre me decía...	
	Elena: Muy bien. Ahora, vamos a cantar otra vez.	Very good. Now, let's sing again.
	Allá en el rancho grande, Allá donde vivía; Había una rancherita, Que alegre me decía, Que alegre me decía...	
	CLOSING	
	Niños, ustedes cantan muy bien. Mañana vamos a cantar otra vez. ¡Hasta entonces!	Children, you all sing very well. Tomorrow we'll sing again. So, until then!
MAKE HAND GESTURE FORWARD TO SUGGEST "TOMORROW."		
Pause for response-		
(STOP TAPE)		

TEACHER'S MANUAL

Day 4
Tape 3

Year 2
Semester II
Week 4

BEFORE-CLASS PREPARATION:

1. Have Simón card No. 6 ready to display. (The drawing which shows Simón and a group of children facing you and speaking in chorus.)

2. Have the following flannel board cards ready to be displayed during script: bread, meat, salad, salt, pepper, milk.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	INTRODUCTION	
Pause for response-	Hola, niños. ¿Qué tal?	Hello, children. How is everything?
	Pues bien, gracias. Tengo una pregunta. Escuchen y respondan.	Very well, thank you. I have a question. Listen and respond.
DISPLAY SIMÓN CARD 6 Pause for response-	¿Tienen ustedes hambre?	Are you hungry?
	No, no tenemos hambre; o, tenemos hambre, es correcto.	No, we aren't hungry; or, we are hungry, is correct.
Pause for repeat-	Escuchen y repitan. No, no tenemos hambre.	Listen and repeat. No, we aren't hungry.
	ACTIVITY ONE	
	Muy bien, niños. Aquí están José y Elena. Vamos a escuchar. Es el diálogo de la comida.	Very well, children. Here are José and Elena. Let's listen. It is the dialogue about eating.
	José: ¿Qué hay de comer?	What is there to eat?
	Elena: Hay carne, patatas, pan, tortillas y ensalada.	There is meat, potatoes, bread, tortillas, bread.
	José: ¿Hay helado también?	Is there ice cream too?
	Elena: Sí, pero más tarde.	Yes, but later.
	José: ¿Quieres leche?	Do you want some milk?
	Elena: Sí, pásame la leche, por favor.	Yes, pass me the milk, please.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	José: ¿Te gustan las tortillas?	Do you like tortillas?
	Elena: Sí, me gustan las tortillas.	Yes, I like tortillas.
	Ahora, vamos a parar la cinta. Reciten ustedes el diálogo.	Now, let's stop the tape. Everyone recite the dialogue.
	NARRATOR: Sr. Flores wants your teacher to stop the tape, select some pupils who know the dialogue well, and have them enact it for the others. So... let's stop the tape.	
(STOP TAPE)		
Set a table and two chairs in the front of the room. Have a boy and a girl pretend to be the characters they have just heard on the tape and say the dialogue as they act it out in pantomime at the table. If interest is high, repeat this activity a few more times with other pupils. It will be repeated on the tape for Friday.		
(START TAPE)		

ACTIVITY TWO

	Ahora, niños, tengo una cosa importante. Escuchen y repitan.	Now, children I have something important. Listen and repeat.
	Me gusta más la leche.	I like milk best.
Pause for repeat-		
	Me gustan más las tortillas.	I like tortillas best.
Pause for repeat-		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	Me gusta más el helado.	I like ice cream best.
Pause for repeat-		
	Me gustan más las patatas.	I like potatoes best.
Pause for repeat-		
	Escuchen otra vez.	Listen again.
	NARRATOR: Sr. Flores wants you to listen very carefully this time.	
	Me gusta más la leche.	
	Me gustan más las patatas.	
	Me gusta más el helado.	
	Me gustan más las tortillas.	
	¿Entienden la diferencia?	Do you understand the difference?
	NARRATOR: Sr. Flores wonders if you noticed the slight difference between the two sets of sentences. Listen. Here are the first two again.	
	Me gusta más la leche.	
	Me gustan más las patatas.	
	NARRATOR: Now we'll stop the tape and you can tell your teacher what difference you noticed.	
(STOP TAPE)		
Prompt children to notice that "Me gusta" is used to express a like for one thing; "Me gustan" a like for several things, for example, potatoes, taken as plural.		
(START TAPE)		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	Ahora vamos a parar la cinta para jugar a "¿Cuál me gusta más?".	Now let's stop the tape in order to play "What Do I Like Best?".
	NARRATOR: Now your teacher will stop the tape and let you play this game.	
(STOP TAPE) Arrange the following items on the flannel board: bread, meat, salad, salt, pepper, milk. Select a leader and play as before. (START TAPE)		
	ACTIVITY THREE	
	Niños, miren el reloj.	Children, look at the clock.
NOTE: Point to clock to help make it clear to all children that they are to look at it, (to realize what time it is.) Also, hand gestures forward, then backward over shoulder.		
	Es tarde; pronto termina la clase de español. Ayer cantamos "Allá en el rancho grande." ¿Quieren cantar otra vez hoy?	It's late; soon Spanish class will be over. Yesterday we sang "There in the Big Ranch." Do you want to sing it again today?
	Elena quiere cantar con ustedes.	Elena wants to sing with you.
	Elena: Niños, vamos a cantar.	Children, let's sing.
	Allá en el rancho grande, Allá donde vivía; Había una rancherita, Que alegre me decía, Que alegre me decía...	

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	CLOSING	
	Elena: ¡Ah, excelente, niños!	Oh, excellent, boys and girls!
Pause for response-	Sí, niños, es muy bonita la canción. Ya no hay más tiempo. ¡Hasta mañana!	Yes, children, it is a very pretty song. There is no more time now. So long!

(STOP TAPE)

TEACHER'S MANUAL

Day 5
Tape 4

Year 2
Semester II
Week 4

BEFORE-CLASS PREPARATION:

1. Have Simón card No. 6 ready to display. (The drawing which shows Simón and a group of children facing you and speaking in chorus.)

2. Have the following flannel board cards ready to be displayed during the script: sugar, ice cream, water, beans, meat, pepper.

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	INTRODUCTION	
	Buenos días, niños.	Good morning, children.
Pause for response-		
	¿Cómo están ustedes?	How are you?
Pause for response-		
	Bien, gracias. Niños, escuchen y respondan.	
	¿Comen ustedes patatas?	Do you eat potatoes?
DISPLAY SIMON CARD 6 Pause for response-		
	Sí, comemos patatas; es correcto. Escuchen y repitan.	Yes, we eat potatoes; is correct. Listen and repeat.
	Sí, comemos patatas.	
Pause for repeat-		
	ACTIVITY ONE	
	Muy bien hecho, niños. Aquí están José y Elena. Vamos a escuchar. Es el diálogo de la comida.	Very well done, children. Here are José and Elena. Let's listen. This is the dialogue about eating.
	José: ¿Qué hay de comer?	What is there to eat?
	Elena: Hay carne, patatas, pan, tortillas y ensalada.	There is meat, potatoes, bread, tortillas, salad.
	José: ¿Hay helado también?	Is there ice cream too?
	Elena: Sí, pero más tarde.	Yes, but later.

3

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS, AND NARRATOR	ENGLISH EQUIVALENT
	José: ¿Quieres leche?	Do you want some milk?
	Elena: Sí, pásame la leche, por favor.	Yes, pass me the milk, please.
	José: ¿Te gustan las tortillas?	Do you like tortillas?
	Elena: Sí, me gustan las tortillas.	Yes, I like tortillas.
	Ahora, vamos a parar la cinta. Reciten ustedes el diálogo.	Now, let's stop the tape. Recite the dialogue.
	NARRATOR: Sr. Flores wants your teacher to stop the tape and again today select some pupils to enact the dialogue for the others. Let's stop the tape now.	
(STOP TAPE)		
As in yesterday's activity, place a table and two chairs in front of the room. Have a boy and a girl pretend to be the characters on the tape, and say the dialogue as they act it out in pantomine at the table. If interest is high, have others do the same.		
(START TAPE)		

ACTIVITY TWO

	Ya es hora de jugar otra vez a "¿Cuál me gusta más?". Primero, escuchen y repitan.	Now it is time to play "What Do I Like Best?" again. First, listen and repeat.
	Me gusta más la carne.	I like meat best.
Pause for repeat-		
	Me gustan más los frijoles.	I like beans best.
Pause for repeat-		

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
	Otra vez, niños. Todos.	Again, children. Everyone.
	Me gusta más la carne.	
Pause for repeat-		
	Me gustan más los frijoles.	
Pause for repeat-		
	¿Entienden la diferencia?	Do you understand the difference?
	NARRATOR: Sr. Flores wonders if you noticed the little difference we mentioned yesterday. Here are the two sentences again. Listen.	
	Me gusta más la carne.	
	Me gustan más los frijoles.	
	NARRATOR: Let's stop the tape and have you explain to your teacher the small difference you heard between these two sentences.	
(STOP TAPE)		
Prompt as before for children to be aware of the number of items involved, in the first case, only one, in the second case, several items--the number of items liked governing whether one says "me gusta" or "me gustan."		
(START TAPE)		
	Ahora, vamos a parar la cinta para jugar a "¿Cuál me gusta más?".	Now, let's stop the tape to play "What Do I Like Best?".
	NARRATOR: Now your teacher will stop the tape and let you play the game.	

INSTRUCTIONS TO TEACHER	VOICES OF PROF. FLORES, FRIENDS AND NARRATOR	ENGLISH EQUIVALENT
(STOP TAPE)		
Arrange the following items on the flannel board: sugar, ice cream, water, beans, meat, pepper. Select a leader and play as before.		
(START TAPE)		
	ACTIVITY THREE	
NOTE: Hand gesture forward and backward to suggest "soon" and "yesterday."	Niños, pronto es hora de terminar la clase. Pero primero, vamos a cantar. Elena, ayer cantamos "Allá en el rancho grande." ¿Quieres cantar otra vez hoy?	Children, soon it will be time to end today's class. But first, let's sing. Elena, yesterday we sang "There in the Big Ranch." Do you want to sing it again today?
	Elena: Sí, señor, con mucho gusto. ¿Listos, niños?	Yes, sir, with pleasure. Are you ready, boys and girls?
	Allá en el rancho grande, Allá donde vivía; Había una rancherita, Que alegre me decía, Que alegre me decía...	
	Elena: Muy bien, niños.	Very good, children.
	CLOSING	
	Excelente, niños. ¡Ustedes cantan muy bien!	Excellent, children. You all sing very well!
Pause for response-	Hasta el lunes.	So long, until Monday.
(STOP TAPE)		

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CHAPTER VI

EVALUATION OF PUPIL PROGRESS

Spanish achievement tests were developed and administered at the close of each semester in order to compare the mean achievement scores of the experimental and control groups. While those tests given at mid-year served primarily to furnish information valuable in curriculum evaluation and planning, those given at the close of each year were given thorough statistical analysis so as to compare the relative achievement of the control and experimental groups. Although a series of six sets of examinations were prepared, the procedure in developing each set was similar. Thus, this chapter will describe only that procedure used in developing the final sets of Spanish tests which were regarded by the staff as the most comprehensive of all administered during the three years of the study. It was the data provided by the use of these tests that yielded the major findings of this study.

Characteristics Evaluated

In considering all aspects of competency in foreign language, it was decided by the staff that there were three broad areas that should be measured. These were: listening comprehension, or the ability to understand the meaning of foreign phrases in context upon hearing them; speaking facility, or the ability to respond immediately with acceptable pronunciation and with appropriate phrases to stimuli presented in the target language; and reading comprehension, or the ability to understand the meaning of what is read silently in the foreign language.

Principles Used in Test Construction

Before preparing the final set of examinations, the staff met and established guiding principles. The following is a discussion of some of the more important principles that resulted from these conferences. Some other principles underlying test construction but not mentioned here were those used in instruction. They are contained in Chapter III.

The Test Should Be Administered to All Pupils in a Standard Form

In order to fulfill this principle, standard materials were employed with all pupils. Identical test booklets and tape recordings were used with both groups in order to provide this standardization.

The Duration for Any One Test Should Be Within the Work Span Limits of the Pupils Taking the Test

After reviewing testing procedures used in other subjects the staff decided that as an economy measure, whenever a test could be given effectively to an entire group at one time, it should be done, and that a twenty-five minute period would be suitable maximum for each test session. If more time was needed, it was agreed that additional periods no longer than twenty-five minutes in duration should be arranged on other days.

Where individually administered tests were deemed necessary, it was decided that ten minutes per pupil would be adequate. This judgment was based on experience gained during the first few semesters when it was found that an adequate test of oral performance could be made in a ten-minute period if the concern of the evaluation was for mean scores of groups rather than for a detailed analysis of individual progress.

Test Instructions Should Be Given in English

In order to avoid having pupils make errors on the test because they fail to understand the instructions, it was decided that all instructions should be given in English.

All Items Contained in the Test Should Be Complete and Natural Utterances

As was the case in all instruction, care was taken to avoid the presentation of single words and short meaningless phrases out of context. The staff was agreed that a pupil's ability to translate individual words out of context is a poor measure of the pupil's skill in using the language.

The Foreign Speech Heard on the Recorded Portions of Any Test Should Be That of a Native With Excellent Speech, Whom the Pupils Have Not Heard Before

It was regarded as necessary to obtain different voices for the purpose of testing than had been used in the preparation of televised and tape-recorded lessons. This necessity resulted from the fact that the specialist teachers of each of the control groups were among the actors on the televised and taped lessons used with the experimental group. Thus, the pupils in either of the control classes had heard only one of the staff voices while those in the experimental classes had heard many voices.

Tests Should Be Capable of Being Easily and Accurately Administered by Non-specialists

Methods were devised by which all tests could be administered by non-specialists. Although non-specialists could also handle the scoring of the objective items of the listening comprehension and reading comprehension tests, they were of course unable to score the tests of speaking facility. These were scored by specialists.

Only Language Skills Should Be Tested

Some of the tests that were developed early revealed that characteristics other than language skills were being tested. For example, one experimental test presented at the close of the first year contained a long paragraph which was read to the pupils and after which they were asked a series of simple questions concerning the content of that paragraph. When the scores were tabulated, the teachers noted that many pupils who were regarded as high achievers in Spanish had obtained low scores on this test. The test was then administered to a number of graduate students who spoke Spanish as their native language. It was found that they too did poorly on this test. It appeared that the questions asked concerning the content of the paragraph were of such relative unimportance that even people who normally had good memory for facts did not remember them. Another instance where a skill other than language skills was being tested was in a series of test items designed to determine the extent to which children had learned to know "izquierda" (left), and "derecha" (right). In the drawings were shown right and left hands, and the children were asked to identify them. Some children who had no difficulty determining right from left, either practically or linguistically, failed this test on the basis of their inability to distinguish left from right in a mirror image.

Listening Comprehension Test

When the number of new learnings presented over the three-year period were examined in relation to the amount of time which could conveniently be allowed for testing, it was found that a ten per cent sample of the learnings could be contained in the listening comprehension test. This percentage was regarded as adequate.

The next step in the development of the test was the preparation of lists of new learnings from which the sample could be drawn. Two approaches were considered. One was to organize the content around patterns, and the other was to organize it around vocabulary items. After a number of trials, no adequate means of classifying patterns was found. Although it was regarded as the preferred way, it had to be discarded. Next, an alphabetical list of all vocabulary items presented during the three-year period was prepared with the intention of numbering the items and drawing a random sample. However, in working with this list, it was noted that the selected sample would not provide an adequate test. This was true because some learnings are more quickly and easily acquired by the pupils than are others. For example, nouns are among the easiest to learn. Also, certain descriptive words, especially those not requiring agreement, are easily acquired. On the other hand, skill in the proper use of pronouns and in the selection of correct verb forms is more difficult to acquire. It was therefore judged that this inbalance of difficulty of content could be partly overcome if the master list of vocabulary were separated into several lists and equal samples drawn from each of these sub-lists. Thus, separate lists were prepared of nouns, descriptive words such as adjectives and adverbs, verb forms, interrogatives, and function words and others not listed elsewhere. These sub-lists were taken one at a time and by the use of random numbers the sample items to be included in the test were drawn.

The next step was to prepare a list of phrases, each of which included a different sample vocabulary item, being certain that there was sufficient variety of patterns so that these could be regarded as generally representative of the patterns taught during the instructional period. For example, if the sample item was "el perro" (the dog), it might have been placed in any one of the three following patterns among others: "Tengo un perro" (I have a dog), "El perro es grande" (The dog is big), and "¿De qué color es el perro?" (What color is the dog?).

One section of the listening comprehension test was used to present items that could be represented pictorially, and another was used for those items that could not be represented pictorially. For example, if the item to be tested was "el libro" (the book) in the pattern, "El libro está en la mesa" (The book is on the table), it could be represented by a simple drawing in which it would be distinguished from other similar drawings in which there was some other object, such as an apple, a pencil, or a box on the table. On the other hand, there were those items that did not lend themselves to testing pictorially. For example, if the item to be tested was "Hasta mañana" (Until tomorrow), there is no effective means by which this phrase could be distinguished from other such phrases such as "Hasta luego" (Until later), "Hasta el domingo" (Until Sunday), and "Hasta el lunes" (Until Monday) by drawings. For this reason, it was necessary to violate certain principles already established and resort to English paraphrasing. Although paraphrasing is not truly translation, there is still the objection that English is employed. This practice was justified on the basis that it was the only means by which the pupils could be successfully evaluated on particular items, and that there would be a minimum adverse effect on pupil learning since the pupils would be required to perform such exercises only once or twice on brief occasions during the school year. Thus, the two sections for the listening comprehension test differed in that the first part required that the child match a phrase he has heard with the one drawing from among four which best represents it, and the other required that the child match a Spanish phrase with the best of four paraphrases in English.

In the construction of the items for either part of the test, it was necessary to be certain that each item tested only the sample word that had been drawn. For example, let us assume that the item to be tested was "un borrador" (an eraser), and that the sentence in which it was contained was "Hay un borrador en la sala de clase" (There is an eraser in the classroom). Since the item to be tested was "un borrador" it could be presented in the first part of the test containing drawings. However, in preparing the drawings, an eraser could appear in only one of the alternatives offered. At the same time, the word "hay" (there is) and the phrase "en la sala de clase" (in the classroom) had to be represented in each drawing. Thus, the correct response had to be a drawing of a classroom in which there was an eraser. The three incorrect responses had to depict a classroom in which there was not an eraser, but something in lieu of it. For example, the first foil might have contained a clock on the wall, but no eraser on the chalkboard tray; the second foil might have contained neither eraser nor clock, but a flag on the wall.

Using this procedure in developing the test items, the two booklets for the listening comprehension test were completed. Each had thirty items. Next, tape recordings were prepared so that all children taking the test would receive it under similar circumstances. To simplify the administration of the test, the instructions to the pupils normally contained in the teachers' manual, were included on the tape by a narrator who spoke only English. All Spanish phrases heard from the tape were spoken by a native Spanish-speaking person whose voice the children had never heard before, and who spoke the phrases at a normal rate.

The pupil's raw score on the test was simply the number of items which he marked correctly.

The Speaking Facility Test

The speaking facility test consisted of two parts which were administered individually during a ten-minute testing period. The first was a list of twelve questions which was administered by a tape recording. The other was a fifteen-line selection in Spanish which the examinee was asked to read. The examiner was unfamiliar with the Spanish language. The questions recorded on tape were arranged in order of difficulty and were so devised that the child of average achievement in Spanish would respond to at least seven or eight of them. The paragraph which the examinee read contained only words, phrases, and patterns which were familiar to nearly all children.

The object of the speaking facility test was to obtain responses which could be evaluated with regard to four different aspects of speaking facility: the appropriateness of response, the quickness or immediacy with which the response was given, the quality of the Spanish pronunciation as the response was given, and the naturalness of expression in oral reading.

Since attention was focused on the characteristics of the response rather than on vocabulary, vocabulary lists were used only as guides in determining the questions which would be presented. Care was taken in the development of the questions to be certain that in the responses most students would use all of the phonemes and allophones of the Spanish language. A tape recording similar to that used in the listening comprehension test was prepared to facilitate standardization of presentation.

Since it was regarded as desirable to make the test so that it could be administered by elementary teachers who were not language specialists, the administration of the question-and-answer portion of the test involved two tape recorders. One tape recorder provided the stimulus, or question, and the other recorded the child's responses. In the examination situation, the examiner sat opposite the examinee. One tape recorder, that which asked the question, was on a table to the right of the examiner;

the other, which recorded the child's responses, was on a small low table to his left; in most instances it was out of sight of the child. On the table in front of the child was a microphone which received his response. After an exchange of greetings, the examiner would start the tape recorder from which the child would first receive instructions, then proceed to respond to the items. The examiner had an examiner's guide before him which told him, among other instructions, when to start and stop the tape. When the child had completed this portion of the test, he was then asked to read the Spanish paragraph aloud into the microphone.

Since the object was to test four different characteristics of language facility, and because the skill and knowledge of a specialist was needed in grading responses, the scoring of the speaking facility test was more complex than that of the listening comprehension test. After all children had been examined, the response tapes were given to a foreign language specialist who scored each child separately on each of the characteristics of concern. Four different score sheets were used.

The scoring sheet which was used to rate the child on appropriateness of response (choice of phrases) provided a maximum of two points for each item. If the child's response was wholly correct, he got full credit--two points. If he used incorrect words and phrases in answering or could not answer, he received no credit. On the other hand, if he started incorrectly, then corrected himself or gave an acceptable but partially correct response, he was given one point credit. His raw test score on this characteristic was the total number of points earned on all items.

Immediacy of response was scored in the same manner as appropriateness of response on a similar scoring sheet. If the child responded immediately to an item with no hesitation, he received full credit--two points. If he did not respond or did so after considerable hesitation, he received no credit. However, if he responded but after a delay longer than is normal in conversation, he received one point. Here again the raw test score was the total number of accumulated points.

The scoring sheet for pronunciation differed from the other two. Five different aspects of pronunciation were examined and scored: intonation, linking, and stress-accent on the one hand; and vowels, diphthongs, and consonants on the other. Thus, the pupils were scored on each of these characteristics separately. Five points were given if the pronunciation on any one of these characteristics was so much like that of a native speaker that no foreign traces could be detected; three points were given if the pronunciation was regarded as a mixture of English and Spanish in which the Spanish predominated. One point was given if the pronunciation was unintelligible, slurred and difficult to understand readily. The mid-points of two and four were appropriately described on the score sheet.

The scoring sheet used for evaluating oral reading in Spanish was identical to that used for evaluating pronunciation, with the exception that "expression in oral reading" was added to the list of characteristics evaluated. The seeming duplication in the evaluation of pronunciation was regarded by the co-directors as necessary since it had been noted that some pupils who used correct pronunciation in speaking did not do so when they read from the printed word.

Reading Comprehension Test

Items for the reading comprehension test were selected in the same manner as those for the listening comprehension test except that the sample was drawn randomly from among those items remaining after those used for the listening comprehension test had been removed.

The test contained four lettered sections. Section A had eight items, each of which was a sentence in Spanish accompanied by a row of four drawings from which the child was to select the one which best described what was meant by the Spanish phrase.

Section B also contained eight items. Each item first presented a sentence in Spanish followed by four English paraphrases from which the child was to select the one which best matched with the Spanish. Section C contained nine items. The child first read an English phrase and then, from among four Spanish phrases, selected the one which best matched with that given in English.

Section D contained two short selections in Spanish of about twelve lines each. Each selection was followed by five true-false items based on the story. The true-false items following the first selection were in English. Those after the second selection were in Spanish.

The total raw score for the reading comprehension test was the sum of the items marked correctly in the first three sections, and one-half point for each of the ten true-false items marked correctly in the last section. Raw scores which contained fractions were rounded off to the next full unit value.

CHAPTER VII

FINDINGS

This chapter first reports the extent to which the experimental and control groups were equated at the close of each school year when the Spanish achievement tests were administered. Next, it compares the mean scores of the two groups on the selected characteristics of foreign language learning. Finally, findings resulting from the examination of other data collected and examined as a secondary concern of this study are reported.

Equating of Groups

At the beginning of the study the experimental and control groups were judged to be reasonably comparable in mean chronological age, mean intelligence quotient, and distribution of boys and girls. Although there were transfers out of the group during the three-year period causing the sample to become gradually smaller, the groups remained reasonably comparable. Tables I and II compare the two groups statistically on the characteristics mentioned. It should be noted that in no comparison is the reported probability less than .25, and that the majority are considerably higher. It was therefore assumed that there were no significant differences between the two groups in mean chronological age, mean intelligence quotient, or in distribution of boys and girls at the times when the Spanish achievement tests were administered.

Table I

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS
REGARDING MEAN CHRONOLOGICAL AGE AND INTELLIGENCE QUOTIENT
OVER A PERIOD OF THREE YEARS

	First Year						
	Experimental Group N = 44		Control Group N = 49				
	Mean	S.D.	Mean	S.D.	F	t	P
Chronological Age	120.34	4.20	121.37	6.17	2.24	-.945	.33
Intelligence Quotient	116.43	14.66	119.51	13.66	1.14	-1.04	.30

	Second Year						
	Experimental Group N = 37		Control Group N = 33				
	Mean	S.D.	Mean	S.D.	F	t	P
Chronological Age	124.97	4.06	125.97	6.84	1.05	-.744	.46
Intelligence Quotient	119.86	15.17	117.00	14.48	1.69	-.795	.43

	Third Year						
	Experimental Group N = 34		Control Group N = 32				
	Mean	S.D.	Mean	S.D.	F	t	P
Chronological Age	144.94	3.94	145.37	5.03	1.63	-.387	.70
Intelligence Quotient	121.32	13.82	117.53	14.31	1.07	1.09	.29

Table II

DISTRIBUTION OF BOYS AND GIRLS OVER A PERIOD OF THREE YEARS

	First Year				Second Year				Third Year			
Group	Boys	Girls	χ^2	Probability	Boys	Girls	χ^2	Probability	Boys	Girls	χ^2	Probability
Experimental	22	22	.162	.95	19	18	.243	.90	15	19	.009	.99
Control	23	26	.162	.95	15	18	.243	.90	14	18	.009	.99

Numbers of Subjects

At the close of the first year there were a total of 93 pupils still involved in the study (44 in the experimental and 49 in the control group). Transfers during the next school year reduced the total to 70 by June (37 in the experimental and 33 in the control group), and transfers during the last year of the study further reduced the sizes of the groups so that when the final evaluation was made, the total number of pupils remaining was 66 (34 in the experimental and 32 in the control group).

Major Findings at the Close of Each Year

At the close of each year the students were tested on selected aspects of language learning and the available data was treated statistically. The same procedure of analysis which was followed each year began by transforming raw scores into standard scores; next, means and standard deviations for distributions representing each characteristic as well as the composite scores were obtained. Finally, sets of data were subjected to t-tests of the significance of the differences between means, and probabilities were determined. In addition, since it was anticipated that the control group would consistently exceed the experimental group in achievement, the per cent to which the experimental group obtained as high raw scores as the control group was computed for each characteristic.

Major Findings at the Close of the First Year

At the close of the first year it was found that the control group received slightly higher mean scores than did the experimental group on each of the various aspects of Spanish achievement tested. However, since no comparison yielded a probability less than .50, the difference in mean scores were not regarded as statistically significant. See Table III.

When the differences in mean scores between the control and experimental groups were expressed in terms of percentages, it was found that the experimental group achieved scores which were from 89 to 94 per cent of those of the control group. See Table IV.

Findings at the Close of the Second Year

At the close of the second year of instruction the students were tested on four of the five aspects of language learning on which they were tested the first year. These were: listening comprehension, immediacy of response, appropriateness of response, and pronunciation. No test was given on response to directions. Instead, a different aspect of language learning, uncontrolled response, was tested. In this test, the child was asked to describe in Spanish the contents of a drawing which contained objects and actions with which he was familiar.

Again it was found that the control group received higher mean scores than the experimental group on all aspects of Spanish achievement tested. The differences in means for the composite score and for four of the sub-tests (immediacy of response, appropriateness of response, pronunciation, and uncontrolled response) were regarded as significant. The difference in mean scores on the listening comprehension sub-test yielded a probability of .73, and thus was not regarded as significant. See Table V.

Table III

COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS OF EXPERIMENTAL AND CONTROL GROUPS AT THE CLOSE OF THE FIRST YEAR OF INSTRUCTION IN SPANISH

	Experimental N = 44		Control N = 49			
Spanish Test	Mean	S.D.	Mean	S.D.	t	Probability
Listening Comprehension	48.00	11.49	51.81	8.18	-.356	.73
Immediacy of Response	48.16	10.64	51.61	9.21	-.322	.75
Appropriateness of Response	48.49	10.69	51.42	9.22	-.274	.79
Pronunciation	48.88	10.14	51.08	9.87	-.206	.83
Response to Directions	46.25	8.82	53.46	9.82	-.683	.50
Composite Score	47.94	8.56	51.88	7.62	-.370	.71

Table IV

COMPARISON OF MEAN SCORES, IN PERCENTAGES, OF EXPERIMENTAL AND CONTROL GROUPS AT THE CLOSE OF THE FIRST YEAR OF INSTRUCTION IN SPANISH

Spanish Test	Experimental Group N = 44	Control Group N = 49	Difference in Favor of Control Group	Per cent to Which Experimental Group Achieved as High as Control Group
Listening Comprehension Max. Score 40 40=100%	71.19	76.17	4.98	93.46
Immediacy of Response Max. Score 22 22=100%	63.74	70.59	6.85	90.30
Appropriateness of Response Max. Score 22 22=100%	67.67	72.26	4.59	93.65
Pronunciation Max. Score 35 35=100%	65.26	73.18	7.92	89.18
Response to Directions Max. Score 20 20=100%	78.18	83.47	5.29	93.66
Composite Score	68.97	74.97	6.00	92.05

Table V

COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS OF EXPERIMENTAL AND CONTROL GROUPS AT THE CLOSE OF THE SECOND YEAR OF INSTRUCTION IN SPANISH

	Experimental N = 37		Control N = 33				
Spanish Test	Mean	S.D.	Mean	S.D.	F	t	Probability
Listening Comprehension	50.86	10.03	51.88	8.67	1.16	-.443	.73
Immediacy of Response	48.11	9.23	53.70	9.33	1.01	-2.479	.02
Appropriateness of Response	47.51	8.96	55.39	7.85	1.14	-3.839	.001
Pronunciation	48.13	9.38	55.24	7.03	1.33	-3.554	.001
Uncontrolled Response	47.97	10.27	54.72	7.16	1.43	-3.109	.003
Composite Score	48.65	9.66	54.55	7.43	1.30	-2.796	.007

When the differences in mean scores between the control and experimental groups were expressed in percentages, it was found that the experimental group achieved scores which ranged from 79 to 98 per cent of those of the control group. When the means of the composite scores of the groups were compared, the experimental group obtained a mean raw score which was 88 per cent of that obtained by the control group. See Table VI.

Findings at the Close of the Third Year

At the close of the third year of instruction, the pupils were again tested on listening comprehension, immediacy of response, appropriateness of response, and pronunciation. In addition, they were tested on oral and silent reading in Spanish since these were skills which were introduced for the first time during the third year.

Again it was found that the control group received higher mean scores than the experimental group on all Spanish achievement tests. The differences in means for the composite scores, and for four sub-tests (immediacy of response, appropriateness of response, pronunciation, and oral reading) yielded probabilities less than .05 and thus were regarded as significant. The difference in mean scores on the listening comprehension and reading comprehension sub-tests yielded probabilities greater than .15, and thus were not regarded as significant. See Table VII.

When the differences in mean scores between the experimental and control groups were expressed in percentages, it was observed that the experimental group achieved raw scores which ranged from 69 to 94 per cent of those achieved by the control group. See Table VIII.

Table VI

COMPARISON OF MEAN SCORES, IN PERCENTAGES,
OF EXPERIMENTAL AND CONTROL GROUPS
AT THE CLOSE OF THE SECOND YEAR OF INSTRUCTION IN SPANISH

Spanish Test	Experimental Group N = 37	Control Group N = 33	Difference in Favor of Control Group	Per cent to Which Experimental Group Achieved as High as Control Group
Listening Comprehension Max. Score 47 47=100%	76.72	78.26	1.54	98.03
Immediacy of Response Max. Score 20 20=100%	56.35	68.88	12.53	81.90
Appropriateness of Response Max. Score 20 20=100%	56.85	72.90	16.05	79.36
Pronunciation Max. Score 35 35=100%	68.57	81.20	12.63	84.44
Uncontrolled Response Max. Score 20 20=100%	45.16	57.21	12.05	78.94
Composite Score	64.35	73.47	9.12	87.58

Table VII

COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS OF EXPERIMENTAL AND CONTROL GROUPS AT THE CLOSE OF THE THIRD YEAR OF INSTRUCTION IN SPANISH

	Experimental N = 34		Control N = 32				
Spanish Test	Mean	S.D.	Mean	S.D.	F	t	Probability
Listening Comprehension	48.30	9.16	51.80	6.11	2.19	-1.40	.17
Reading Comprehension	48.30	4.47	51.80	3.87	1.33	-1.41	.16
Immediacy of Response	45.50	6.62	54.80	5.84	1.28	-4.19	.001
Appropriateness of Response	45.30	5.78	55.00	3.86	2.23	-4.46	.001
Pronunciation	46.40	5.25	53.80	2.25	5.41	-3.27	.001
Oral Reading	45.90	6.47	54.30	4.19	2.38	-3.74	.001
Composite Score	46.10	33.65	54.10	21.00	2.57	-3.51	.001

Table VIII

COMPARISON OF MEAN SCORES, IN PERCENTAGES, OF EXPERIMENTAL AND CONTROL GROUPS AT THE CLOSE OF THE THIRD YEAR OF INSTRUCTION IN SPANISH

Spanish Test	Experimental Group N = 34	Control Group N = 32	Difference in Favor of Control Group	Per cent to Which Experimental Group Achieved as High as Control Group
Listening Comprehension	76.95	81.46	4.51	94.46
Reading Comprehension	64.50	69.37	4.87	92.98
Immediacy of Response	48.43	70.00	21.57	69.19
Appropriateness of Response	50.70	68.77	18.07	73.72
Pronunciation	83.73	94.70	10.97	88.41
Oral Reading	72.26	86.69	14.43	83.35
Composite Score	67.76	79.11	11.35	85.65

Trends Over the Three-Year Period

It may be observed from Tables I through VI that in immediacy of response, appropriateness of response, and pronunciation, the gap between mean achievement scores gradually became wider over the three-year period. However, this was not the case with listening comprehension where at no time were the yielded probabilities regarded as significant.

Other Findings

As previously explained, in collecting data pertinent to the major focus of this study, it was found that a number of problems of allied concern could be investigated concurrently. Findings concerning these related investigations are reported here.

Spanish Achievement of Boys and Girls Compared

The girls consistently achieved higher mean scores on the Spanish achievement tests than did the boys. See Table IX. In most instances the differences yielded probabilities less than .05 and were thus regarded as significant.

In order to determine if differences in the distribution of I.Q.s or chronological ages was responsible for the consistently higher scores of the girls, mean I.Q.s and chronological ages of the two groups for the second and third years were compared. It was found that the mean I.Q. for the boys during the second year was 116.8, and that for the girls was 120.1, yielding a *t*-ratio of .93 and a probability of .35. The mean I.Q. for the boys during the third year was 118.41 and that for the girls was

Table IX

COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS OF BOYS AND GIRLS OVER A PERIOD OF THREE YEARS

Spanish Test	First Year						Second Year						Third Year					
	Boys N = 45		Girls N = 48				Boys N = 33		Girls N = 37				Boys N = 29		Girls N = 37			
	Mean	S.D.	Mean	S.D.	t	P	Mean	S.D.	Mean	S.D.	t	P	Mean	S.D.	Mean	S.D.	t	P
Listening Comprehension	47.61	5.32	52.30	5.09	-2.27	.02	45.42	5.68	47.05	11.37	-3.17	.001	45.52	9.22	53.52	5.38	-3.49	.001
Immediacy of Response	47.02	4.76	52.78	5.10	-2.89	.005	47.61	8.98	49.09	10.18	-1.44	.16	46.78	6.84	52.51	6.72	-2.39	.02
Appropriateness of Response	46.94	4.61	52.74	5.01	-3.05	.001	46.37	8.88	48.80	9.20	-2.22	.03	46.53	5.68	52.72	5.13	-2.61	.01
Pronunciation	47.39	3.72	52.45	3.65	-2.51	.01	46.95	8.17	49.61	9.72	-1.61	.11	46.07	5.40	52.46	2.88	-3.01	.004
Response to Directions	47.36	3.28	52.51	2.65	-2.56	.01	--	--	--	--	--	--	--	--	--	--	--	--
Composite Score	47.26	13.23	52.56	15.39	-3.99	.001	46.06	7.40	48.67	10.20	-2.49	.02	45.33	33.58	53.67	22.78	-3.67	.001
Uncontrolled Response	--	--	--	--	--	--	46.84	9.10	48.91	9.55	-1.86	.07	--	--	--	--	--	--
Reading Comprehension	--	--	--	--	--	--	--	--	--	--	--	--	44.96	4.46	53.95	3.19	-4.03	.001
Oral Reading	--	--	--	--	--	--	--	--	--	--	--	--	45.56	7.88	53.48	2.58	-3.46	.001

120.32, yielding a t-ratio of .54 and a probability of .59. The mean chronological age for the boys during the second year was 125.2, and that for the girls was 125.5, yielding a t-ratio of .21, and a probability of .83. The mean chronological age for the boys during the third year was 145.37 and that for the girls was 144.97, yielding a t-ratio of .36, and a probability of .72. Thus, it was assumed that differences between the two groups in either I.Q. or chronological age could not account for the significantly higher achievement scores of the girls.

Relationship Between Spanish Achievement and I.Q.

Each year for a period of three years Spanish achievement test scores were correlated with the I.Q.s obtained by the pupils on the California Test of Mental Maturity (short form). It was found that the pupils with higher I.Q.s consistently tended to obtain higher scores on the Spanish achievement tests than did those with lower I.Q.s. See Table X. In other words, there was a positive and significant relationship between Spanish achievement test scores and I.Q.

Relationship Between Spanish Achievement and Chronological Age

At the close of each year of Spanish instruction the relationship between pupils' scores on the Spanish achievement tests and their chronological ages were compared. See Table XI. It was found in each comparison that the younger pupils obtained significantly higher scores on the Spanish achievement tests than did the older pupils. This data offered support to the hypothesis that the younger pupils tended to obtain significantly higher scores on the Spanish achievement tests than

Table X

CORRELATION BETWEEN THE PUPILS' SCORES ON THE SPANISH ACHIEVEMENT TESTS AND THEIR I.Q.

Spanish Test	Year I (N = 90) r	Year II (N = 70) r	Year III (N = 64) r
Listening Comprehension	.54**	.41**	.51**
Immediacy of Response	.51**	.40**	.48**
Appropriateness of Response	.59**	.35**	.42**
Pronunciation	.55**	.28**	.41**
Response to Directions	.35**	---	---
Composite Scores	.62**	.42**	.52**
Uncontrolled Response	---	.32**	---
Reading Comprehension	---	---	.45**
Oral Reading	---	---	.35**

** Indicates a probability of .01 or less.

Table XI

CORRELATIONS BETWEEN THE PUPILS' SCORES ON THE SPANISH ACHIEVEMENT TESTS AND THEIR CHRONOLOGICAL AGES

Spanish Test	Year I (N = 90) r	Year II (N = 70) r	Year III (N = 64) r
Listening Comprehension	-.13*	-.18*	-.17*
Immediacy of Response	-.16*	-.30**	-.17*
Appropriateness of Response	-.17*	-.19*	-.22*
Pronunciation	-.15*	-.20*	-.16*
Response to Directions	-.18*	---	---
Composite Score	-.19*	-.24*	-.19*
Uncontrolled Response	---	-.16*	---
Reading Comprehension	---	---	-.13*
Oral Reading	---	---	-.13*

* Indicates a probability greater than .01 and less than .05.

** Indicates a probability of .01 or less.

did the older pupils until it was noted, while analyzing the data, that the younger pupils appeared to have higher I.Q.s than the older pupils.

When at the close of the third year the correlation between chronological age and intelligence quotients was determined, it was found to be -.34 (N = 64), yielding a probability less than .01, and thus being regarded as significant. This necessitated a more detailed study of the interrelationship between Spanish achievement test scores, chronological age, and I.Q. using a first order partial correlation formula.[1]

It was found that when I.Q. was held constant that the correlation between chronological age and Spanish achievement approximated zero and thus could not be regarded as significant. See Table XII.

Effect of Foreign Language Learning on Other Subjects

Another aspect investigated was the effect of taking time for the study of foreign language on learnings in other areas of the curriculum, such as reading, writing, and arithmetic. The question raised was, "Does taking twenty minutes out of the school day for the study of a foreign language cause pupils to earn lower scores on standardized achievement tests in the basic subjects?"

Two groups of ninety pupils each were drawn from ten fourth-grade classrooms of the public schools of Champaign, Illinois. In September 1959, as they entered the fourth grade, all pupils in both groups were

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[1] Guilford, J. P. Fundamental Statistics in Psychology and Education. McGraw-Hill Book Co., Inc., New York, second edition, 1950, p. 345.

Table XII

CORRELATIONS BETWEEN THE PUPILS' SCORES ON THE SPANISH ACHIEVEMENT TESTS AND THEIR CHRONOLOGICAL AGES HOLDING INTELLIGENCE QUOTIENT CONSTANT

Spanish Test	$r_{xy} \cdot z$ *
Listening Comprehension	+.004
Immediacy of Response	-.008
Appropriateness of Response	-.090
Pronunciation	-.024
Reading Comprehension	+.027
Oral Reading	-.012
Composite Score	-.019

*Observed correlation between C.A. and Spanish achievement holding I.Q. constant.

Note: In all instances, probabilities were found to be greater than .05.

administered the Iowa Every-Pupil Test of Basic Skills. This same test was administered the following September as the pupils began the fifth grade. The data obtained from these tests were then subjected to statistical analysis to determine the extent to which the two groups differed with regard to gain in basic skills achievement as indicated by the test scores.

The experimental group consisted of the five classrooms of the combined control, experimental, and pilot groups participating in the major study.

The control group consisted of pupils from five different fourth-grade classrooms where Spanish was not offered. They were so selected as to form a group which was reasonably well equated with the experimental group in chronological age, intelligence quotient, and the distribution of boys and girls. Table XIII shows this comparison.

The two groups were then compared with regard to initial mean scores on the school achievement tests. These data are reported in Table XIV.

It was noted that a comparison of the means for the three characteristics listed in Table XIII (chronological age, intelligence quotient, and sex) and for three of the five characteristics mentioned in Table XIV (reading vocabulary, reading comprehension, and language skills), yielded probabilities of .25 or greater allowing the assumption that, insofar as these characteristics were concerned, the groups were satisfactorially equated for purposes of this study.

The levels of significance indicated in Table XIV for work-study skills (P = .15) and for arithmetic (P = .15) suggested that there

Table XIII

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO SIGNIFICANCE OF DIFFERENCES IN MEAN CHRONOLOGICAL AGES, INTELLIGENCE QUOTIENTS AND DISTRIBUTION OF BOYS AND GIRLS

Characteristic	Mean for Experimental Group (N = 90)	Mean for Control Group (N = 90)	Difference Between Means	t-ratio	Probability
Chronological Age	124.77	123.98	.79	1.030	.25
Intelligence Quotient	118.86	118.82	.04	+.021	.98
Distribution of Sexes	1.56	1.53	.03	+.298	.76

Table XIV

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO SIGNIFICANCE OF DIFFERENCE IN INITIAL ACHIEVEMENT TEST GRADE LEVEL SCORES IN SEPTEMBER 1959

Characteristic	Mean for Experimental Group (N = 90)	Mean for Control Group (N = 90)	Difference Between Means	t-ratio	Probability
Reading Vocabulary	5.196	5.232	.036	-.234	.81
Reading Comprehension	5.364	5.528	.164	-.732	.47
Language Skills	5.396	5.214	.182	+1.002	.32
Work-Study Skills	5.104	4.849	.255	+1.992	.15
Arithmetic	4.800	4.602	.198	+2.014	.15

might be initial differences between the two groups with regard to these characteristics. However, it was decided to subject this data to statistical analysis along with that for the other characteristics on which the two groups appeared to be reasonably well equated, and to subject them to more detailed analysis at a later stage in the investigation should a need for such analysis be realized.

Table XV compares the mean gains in achievement scores for the two groups from September 1959 to September 1960.

Examination of these data suggests that, insofar as general achievement test scores were concerned, there was little difference between the mean scores of the two groups in four of the five measured characteristics. The experimental group showed gains approximately equal to or greater than the control group in English reading comprehension, English reading vocabulary, and arithmetic. In English language skills the control group exceeded the experimental group in mean gain by a difference slightly in excess of one month. This difference when transformed into a t-ratio yielded a probability of .34 which was regarded as sufficient evidence to infer that there was little or no difference between the two groups as regards mean gains for this characteristic.

In work-study skills, the control group exceeded the experimental group in mean gain by a difference slightly less than three months. This difference when transformed into a t-ratio yielded a highly significant probability of .004. Because this difference was not consistent with previous findings and because it had previously been noted that the two groups might not have been sufficiently equated in mean scores on this

Table XV

COMPARISON OF THE DIFFERENCE IN MEAN GAINS IN YEARS
OF ACHIEVEMENT BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS
FROM SEPTEMBER 1959 TO SEPTEMBER 1960

Characteristic	Mean Gain for Experimental Group (N = 90)	Mean Gain for Control Group (N = 90)	Difference in Mean Gain as Favors Experimental Group	t-ratio	Probability
Reading Vocabulary	1.693	1.692	+.001	+.008	.99
Reading Comprehension	1.310	1.258	+.052	+.359	.72
Language Skills	1.624	1.747	-.123	-.965	.34
Work-Study Skills	1.140	1.420	-.280	-2.958	.004
Arithmetic	1.043	1.099	-.056	-.761	.45

characteristic initially, a more detailed analysis of the data pertaining to work-study skills was undertaken.

F-ratios were computed for all comparisons of 1959 and 1960 means, and for mean gains at the end of the period. None yielded a probability less than .05. However, further investigation showed that the difference between the standard deviations of the two distributions of scores on work-study skills in September 1959 was small (S.D. = .32) in comparison with the difference observed for the September 1960 data (S.D. = 1.22), a condition which did not occur with any of the other distributions. This fact, coupled with the earlier observation that initially the experimental group held a mean score higher than the control group which approached significance at .15, lead the investigators to assume that a larger number of children in the control group had more opportunity to increase in work-study skills achievement during the year than did those in the experimental group, and that many did so. This assumption was substantiated when it was found that while the initial mean scores in work-study skills of the beginning fourth graders were 5.104 for the experimental group, and 4.849 for the control group, the mean scores at the end of the year were 6.244 for the experimental, and 6.268 for the control. Thus, it was found necessary to design and carry out a sub-study dealing with the data pertaining to work-study skills.

The sub-investigation of mean gain in work-study skills followed the same pattern as that of the main study except that since it dealt with only one characteristic in terms of achievement test scores, it was possible to effect more rigorous equating of the groups.

Re-examination and re-distribution of the data provided two groups of forty-seven students each of which were satisfactorily equated on the characteristics of concern. Initial comparisons of these two groups are shown in Table XVI.

Using the same formulas that were used in the major study, it was found that the mean gain for the experimental group was 1.210, and that for the control group was 1.250, a difference in favor of the control group of .04 which when expressed in a t-ratio yielded .205 or a probability of .84. Thus, this more rigorous analysis of differences in mean gain in work-study skills yielded no significant differences.

Table XVI

COMPARISON OF SPECIAL EXPERIMENTAL AND CONTROL GROUPS WITH REGARD TO CHRONOLOGICAL AGE, INTELLIGENCE QUOTIENT, AND MEAN ACHIEVEMENT IN WORK-STUDY SKILLS IN SEPTEMBER 1959

Characteristic	Mean for Experimental Group (N = 47)	Mean for Control Group (N = 47)	Difference in Means	t-ratio	Probability
Chronological Age	123.81	124.87	1.06	-1.08	.28
Intelligence Quotient	117.00	117.20	.20	- .078	.93
Work-Study Skills	49.30	49.30	.00	.00	1.00

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Purpose

The main purpose of this study was to determine the effectiveness of non-specialist teachers in helping elementary school pupils learn a second language when the instructional program is especially designed and presented by newer educational media.

Procedure

Pupils in five classrooms of the Champaign (Illinois) public elementary schools were involved in the study for a period of three years. They began studying Spanish in the fall of 1959 when they were just beginning the fourth grade and continued until they had completed the sixth grade. Two classrooms were taught by specialist teachers of Spanish using procedures, materials, and equipment suitable in situations in which a teacher is thoroughly familiar with the language. Two other classrooms, comparable to the aforementioned in chronological and mental age, mean I.Q., and distribution of boys and girls, were guided by teachers unfamiliar with the Spanish language. These other groups were taught by procedures involving the use of closed circuit telecasts, and tape recordings prepared by language specialists and spoken by natives. Once each week these children received instruction by TV and the remaining days' instruction was handled by tape recordings. The fifth group, a pilot class, was one semester ahead of the others in Spanish instruction. This group provided information as to the suitability or value of particular content, materials, and methods before they were used with the other groups. This fifth group was taught by a specialist teacher of Spanish.

The audio-lingual approach to teaching foreign languages was used with all groups. For example, the pupils were taught skills in listening comprehension and speaking facility during the first two years and did not begin reading in the language until their third year. They were never taught grammar in a formal manner nor were they required to engage in systematic phonetic or structural analysis of the language. The content was primarily speech patterns used in conversational settings, and aspects of Hispanic culture were interwoven with the teaching of language skills.

Evaluation was centered on data obtained when pupils in all groups were examined at the close of each semester on their progress in learning the foreign language. Scores of pupils in the experimental and control groups were compared to determine the extent to which the pupils guided in their instruction through TV and tape recordings by teachers unfamiliar with the language, were able to acquire equal status with those who received instruction from specialist teachers using neither TV nor recordings. Evaluation involved the use of pictorial tests, tape recordings and individualized interviews. Scoring was done by language specialists not directly involved in the study. Statistical analysis involved the use of the _t_-tests of the differences in mean scores.

Major Findings

The differences between the mean Spanish achievement test scores of the control and experimental groups consistently favored the control group in immediacy of response, appropriateness of response, and pronunciation, and gradually became more and more significant over the three-year period. However, the differences between the mean achievement test scores in listening comprehension revealed no significant differences at any time during the three-year period.

At the end of the three years, the control group received higher mean scores than the experimental group on all Spanish achievement tests. However, their mean scores on these tests ranged from 69% to 94% of those obtained by the control group. The differences in means for the composite scores and for four of the sub-tests (immediacy of response, appropriateness of response, pronunciation, and oral reading) were regarded as significant. The differences in mean scores on the listening and reading comprehension sub-tests were not regarded as significant.

Other Findings

Girls obtained significantly higher mean scores than boys on all Spanish achievement tests.

Pupils with higher I.Q.s obtained significantly higher scores on the Spanish achievement tests than those with lower I.Q.s

Younger pupils tended to obtain higher scores on the Spanish achievement tests than older pupils. However, when I.Q. was held constant, this was not the case. Thus, it could not be concluded that chronological age was the factor affecting high achievement.

Pupils who devoted twenty minutes of the school day to the study of a foreign language earned average achievement test scores in other subjects which were not regarded as significantly different from those earned by pupils who did not engage in foreign language study, but distributed the twenty minutes of time among various subjects.

Generalized Conclusions

When the study was begun the co-directors anticipated that at the end of the three-year period the group taught by specialist teachers would obtain higher mean scores than the group guided by non-specialists. It was therefore necessary to decide in advance what level of achievement would have to be obtained by the experimental group for results of the experiment to be regarded as either successful or unsuccessful. The decision was that if the experimental group obtained mean raw scores which were at least sixty per cent of the mean raw scores earned by the control group, then the experiment would be regarded as successful in that the use of the instructional program would be warranted in situations where qualified specialist language teachers were unavailable. On the other hand, it was decided that if the results yielded mean raw scores below the sixty per cent level, the experiment would be regarded as unsuccessful in that the use of the instructional program would not be recommended. The findings revealed that in all tests the experimental group obtained mean raw scores substantially above the established sixty per cent level.

The co-directors thus arrived at the following generalized conclusion: General elementary school teachers with no special training in a particular foreign language can, with a minimum of daily preparation, successfully guide their pupils in learning that language provided: (1) that the instructional program be of a particular design, (2) that efficient use is made of newer educational media, and (3) that the level of achievement expected of the pupils is relatively lower in some aspects of language learning than that which would have been achieved had the pupils received instruction over the same content by well qualified specialist teachers.

Secondarily, but related to the conclusion already stated, is another which evolves from the finding that there were certain kinds of language learnings which were more effectively accomplished than others by the pupils in the experimental group: When elementary school pupils are guided in learning a foreign language by general elementary teachers who have no training in that language, through lessons presented by newer educational media (television and tape recordings), they acquire a listening and reading comprehension of that language to an achievement level which is comparable to that acquired by pupils who have been taught by specialist language teachers presenting similar content in person rather than by new educational media. However, the achievement level of these pupils in responding orally in conversational settings is significantly lower than that experienced by pupils taught by specialist teachers.

Limitations of the Conclusions

Since erroneous impressions could evolve from making broad interpretations of the generalized conclusions, certain limitations should be kept in mind by the reader as he reflects on them.

These conclusions are based on the findings of this one study which has at its core a particular instructional program, and it is the consensus of the co-directors that the key to the success or failure of any such experiment is to be found in the curriculum and its instructional pattern. It therefore bears emphasis that the generalized conclusions resulting from this study can make no claims for other foreign language instructional programs which are similar in purpose but different in content and method of presentation.

The language taught was Spanish, and it has been assumed that similar results would have been obtained had some other language been used. However, this cannot be said with certainty until it has been tried experimentally.

The teachers of the experimental group were elementary school teachers who had general teaching experience but initially had no knowledge of the language and no experience or training in teaching it. However, at the close of the three years of the experiment these teachers had acquired some knowledge of the language, along with experience in using modern foreign language teaching methods. Although it is not established by this study, one might assume that should those same teachers repeat this experience over another three-year period, their pupils at the close of that period might obtain higher levels of achievement than did the experimental group reported in this study. If so, then the experimental program described herein might be even more highly regarded as a means of bringing effective foreign language instruction to pupils in classroom situations where specialist teachers are unavailable.

Appendix A

VOCABULARY LIST

NOUNS I

(Except animals and persons when the root of the feminine and masculine forms are the same and the plural is formed from the masculine by adding "s" or "es".)

abril (m) I
acera (f) III
aeroplano (m) III
agosto (m) I
agua (f) II
aguacate (m) I
alcoba (f) II
alfombra (f) III
animal (m) II
año (m) I
árbol (m) II
autobús (m) III
automóvil (m) III
bandera (f) I
barril (m) II
bicicleta (f) III
blusa (f) II
boca (f) II
borrador (m) I
bosque (m) II
caballo (m) II
cabeza (f) II
caja (f) III
calle (f) II
calor (m) I
camisa (f) II
campana (f) II
campo (m) III
canción (f) I
carne (f) II
carro (m) II
casa (f) I
casita (f) III
centavo (m) I
cigarro (m) II
ciudad (f) III
clase (f) I
cocina (f) II
color (m) II
comedor (m) II
cortinas (f) III
crucigrama (m) III
cuchara (f) II
cuchillo (m) II
cuerda (f) I
cuidado (m-con cuidado) III
cumpleaños (m) II
cuna (f) I
chaqueta (f) II
dedo (m) II
desayuno (m) III
día (m) I
dibujo (m) III
diciembre (m) I
domingo (m) I
edificio (m) III
enero (m) I
ensalada (f) II
escoba (f) III
español (m) I
estaciones del año (f) III
estante de libros (m) I
estrellas (f) III
falda (f) II
familia (f) I
febrero (m) I
ferrocarril (m) II
fiesta (f) II
finca (f) II
flor (f) II
fresco (m) III
frijoles (m) II
fruta (f) I
gallina (f) II
garaje (m) III
gusto (m-con mucho gusto) II
habitación (f) II
hambre (f) II
helado (m) II
hombre (m) II
hora (f) I
huevo (m) II
impermeable (m) II
inglés (m) I
invierno (m) III
jabón (m) III
jueves (m) I
julio (m) I
junio (m) I
lámpara (f) III
lápiz (m) I
lección (f) I
leche (f) II
libro (m) I
listas (f) III
lunes (m) I
luz (f) II
lluvia (f) I
madre (f) I
maíz (m) II
mamá (f) I
mano (f) II
mantequilla (f) II
manzana (f) I
mañana (f) I
mariposa (f) II
marzo (m) I
mayo (m) I
medias (f) II
mes (m) I
mesa (f) I
miedo (m) II
miércoles (m) I
momento (m) II
mujer (f) II
naranja (f) III
nariz (f) II
neblina (f) I
nieve (f) III
noviembre (m) I
número (m) II
octubre (m) I
ojo (m) II
oreja (f) II

Note: Roman numerals indicate year in which word was initially introduced.

otoño (m) III
padre (m) I
*padres (m) I
pan (m) II
pantalones (m) II
papá (m) I
papel (m) I
pared (f) III
paseo (m) III
patata (f) II
pelota (f) I
pie (m) II
pimienta (f) II
piso (m) III
pizarra (f) I
plátano (m) I
platillo (m) II
plato (m) II
pluma (f) III
pregunta (f) II
primavera (f) III

puerta (f) I
pupitre (m) II
rana (f) III
regalo (m) I
reloj (m) I
ropero (m) III
rosa (f) III
sábado (m) I
sal (f) II
sala (f) I
sala de baño (f) II
sala de clase (f) I
sed (f) III
señorita (f) I
septiembre (m) I
servilleta (f) II
silla (f) I
sofá (m) III
sol (m) II
sombrero (m) II
suéter (m) II

tarde (f) I
taza (f) II
té (m) III
techo (m) III
tenedor (m) II
tiempo (m) I
tinta (f) III
tiza (f) I
tortilla (f) II
tren (m) III
vaca (f) II
vaso (m) II
vestido (m) II
vez (f) I
viernes (m) I
violeta (f) III
vista (f) I
zacate (m) III
zapatos (m) II

* Equivalent of English "parents".

NOUNS II
Persons and Animals

(Where the root of the feminine and masculine are the same and the plural is formed from the masculine by adding "s" or "es".)

abuelo (m) I
abuela (f) I
abuelos (m) I

alumno (m) III
alumna (f) III
alumnos (m) III

amigo (m) I
amiga (f) I
amigos (m) I

becerro (m) II
becerros (m) II

conejo (m) III
conejos (m) III

gatito (m) III
gatita (f) III
gatitos (m) III

gato (m) I
gata (f) III
gatos (m) I

hermano (m) I
hermana (f) I
hermanos (m) I

hijo (m) II
hija (f) II
hijos (m) II

maestro (m) I
maestra (f) I
maestros (m) I

muchacho (m) II
muchacha (f) II
muchachos (m) II

niño (m) I
niña (f) I
niños (m) I

pájaro (m) II
pájaros (m) II

patito (m) II
patitos (m) II

perro (m) I
perra (f) III
perros (m) I

pollito (m) I
pollitos (m) I

primo (m) II
prima (f) II
primos (m) II

profesor (m) III
profesora (f) III

señor (m) I
señora (f) I

vecino (m) III
vecina (f) III
vecinos (m) III

VERBS
Excluding Commands

- Abrir
  - abre I
  - abriendo I
- Amar
  - amo III
- Andar
  - andar III
  - ando III
  - andas III
  - anda III
  - andamos III
- Aprender
  - aprender I
  - aprendes I
  - aprendemos II
  - aprendiendo I
- Arreglar
  - arreglo III
  - arregla III
- Ayudar
  - ayudo III
  - ayudas III
  - ayuda III
  - ayudamos III
  - ayudan III
  - ayudé III
- Bajar
  - bajo III
  - bajas III
  - baja III
  - bajamos III
  - bajan III
  - bajé III
- Beber
  - bebo III
- Cantar
  - cantar I
  - canto I
  - cantas III
  - canta I
  - cantamos II
  - cantan III
  - cantando I
  - canté III
- Cerrar
  - cierro I
  - cierra I
  - cerrando I
- Construír
  - construyó III
- Comer
  - comer II
  - comen II
- Contar (números)
  - contar I
  - cuento III
  - cuentas III
  - cuenta I
  - contamos II
  - cuentan III
  - conté III
- Correr
  - corre I
  - corrió III
- Crecer
  - crece III
  - crecen III
- Cumplir
  - cumplo II
  - cumples II
- Dar
  - doy I
  - da I
  - dar(les) III
- Decir
  - dice I
  - dicen I
- Desear
  - desea III
  - desean III
- Empezar
  - empezar III
- Enseñar
  - enseñar(les) III
- Entrar
  - entro
  - entras III
  - entra III
  - entramos III
  - entran III
  - entré III
- Escribir
  - escribir I
  - escribo I
  - escribe I
- Escuchar
  - escuchar III
  - escucho III
  - escuchas III
  - escucha III
  - escuchamos III
  - escuchan III
  - escuché III
- Estar
  - estoy II
  - estás I
  - está I
  - están I

- Estudiar
  - estudian III
- Guardar
  - guardo II
- Gustar
  - (me, te) gusta II
  - (le) gusta III
  - (me, te) gustan II
- Haber
  - hay I
- Hablar
  - hablar II
  - hablo II
  - hablas II
  - habla II
  - hablamos II
  - hablan II
  - hablé III
- Hacer
  - hacer III
  - hago I
  - hace I
  - hacemos II
  - haciendo I
- Invitar
  - invitar II
- Ir
  - voy I
  - vas I
  - va I
  - vamos I
- Irse
  - me voy I
- Jugar
  - jugar I
  - juego I
  - juegas I
  - juega II
  - jugamos II
  - juegan II
  - jugué III
- Ladrar
  - ladra II
  - ladran II
- Lavarse
  - (me) lavo III
  - (te) lavas III
  - (se) lava III
  - (se) lavan III
  - (me) lavé III
- Levantar
  - levantamos III
  - levantan III
  - levanté III
- Levantarse
  - (me) levanto I
  - (te) levantas I
  - (se) levanta I
- Limpiar
  - limpiar III
  - limpio III
  - limpias III
  - limpia III
  - limpiamos III
  - limpian III
  - limpié III
- Llamarse
  - (me) llamo I
  - (te) llamas I
  - (se) llama I
  - (se) llaman I
- Llevar
  - llevo III
  - llevas III
  - lleva II
  - llevan II
  - llevé III
- Maullar
  - maulla II
- Mirar
  - mira III
- Mugir
  - muje II
- Nevar
  - nevar I
- Oír
  - oigo II
  - oyes II
  - oyen II
- Olvidar
  - (me) olvidé III
- Parar
  - parar III
  - paro III
  - paras III
  - para III
  - paramos III
  - paran III
  - paré III
- Pararse
  - (se) paran III
- Pensar
  - pensando II
- Poder
  - puedo II
- Poner
  - poner II
  - pongo II
  - pones II
  - pone III
- Ponerse
  - (me) pongo II
- Preguntar
  - pregunta III
- Querer
  - quiero I
  - quieres I

Quitarse
(me) quito II

Reír
(se ríen III

Representar
representan III

Saber
sé III
sabes III

Saltar
saltar I
salto II
saltas II
salta I
saltamos II
saltan II
salté III

Sentarse
(me) siento I

Sentir
siento I (lo...mucho)

Ser
soy II
es I
son I
fué II
será II

Servir
servir II

Sonar
suena II
sonó II

Tener
tengo I
tienes I
tiene I
tenemos II

Terminar
terminar I

Tocar
toca II

Tomar
tomo I
toma I

Traer
traigo III
trae III
traen III

Tronar
tronar I

Valer
vale I

Venir
vengo I
vienes I
viene I
vienen I

Ver
veo I
ves I
ve III

Visitar
visitar I

Vivir
vivo I
vives I
viven I

Volar
vuela III

VERBS
Commands

Abrir
abre I
abran II

Apagar
apaga II
apaguen II

Ayudar
ayúden(me) III

Bajar
baja II
bajen II

Cantar
canten III

Cerrar
cierra I
cierren II

Contar
cuenta I
cuenten III

Correr
corran III

Dar
da(me) II
da(le) I

- Decir
  - di III
  - diga II
  - digan III
- Encender
  - enciende II
  - enciendan II
- Escribir
  - escribe I
  - escriban III
- Escuchar
  - escucha I
- Guardar
  - guarda II
  - guarden II
- Hablar
  - haz
- Ir
  - ve I
  - vamos I
- Levantar
  - levanta II
  - levanten II
- Levantarse
  - levántate I
  - levántense I
- Limpiar
  - limpia III
  - limpiemos III
  - limpien III
- Mirar
  - mira II
  - miren III
- Pasar
  - pasa I
  - pása(me) II
- Poner
  - pon III
- Ponerse
  - pon(te) II
- Quitarse
  - quítate II
- Repetir
  - repitan I
- Responder
  - respondan I
- Saltar
  - salta I
- Sentarse
  - siénta(te) I
  - siénten(se) I
- Tirar
  - tira I
  - tira(la) I
- Tocar
  - toca II
  - toquen II
- Tomar
  - toma I
  - tome (Vd.) II
- Traer
  - trae III
- Venir
  - ven III
  - vengan III
- Ver
  - ve III

ADJECTIVES
Other than Interrogatives and Numerals

(Only the singular masculine form is listed,
except in the case of algunos where only the plural form is taught.)

algunos III
alto III
amarillo I
azul II
bajo III
blanco II
bonito III
bueno I
caliente III
derecho I (a la...)
ese II
este I
feliz III
gracioso III
grande I
izquierdo I (a la...)
listo I
malo III
marrón II
más II
mejicano III
mucho I
naranja III (de color...)
negro II
nuevo II
opuesto III (¿qué or cuál es lo...de...?)

otro I (otra vez)
pequeño I
poco II
rojo
rosa III (de color...)
sucio III
tanto II
todo II
triste III
valiente II
verde I
violeta III (de color...)

INTERROGATIVES

¿Cómo? I
¿Cuál? I
¿Cuáles? III
¿Cuándo? II
¿Cuánto? I
¿Cuántas? I
¿Cuántos? I
¿Dónde? I
¿Por qué? II
¿Qué? I
¿Quién? I
¿Quiénes? III

NUMERALS

catorce I
cinco I
cien III
cincuenta II
cuarenta II
cuatro I
diez I
diez y nueve I
diez y ocho I
diez y seis I
diez y siete I
doce I
dos I
noventa III
nueve I
ochenta III
ocho I
once I
primero I
quince I
seis I
sesenta III
setenta III
siete I
trece I
treinta II
tres I
uno I
veinte I

ADVERBS
Other than Interrogatives

abajo II
adentro III
ahora I
afuera III
aprisa III
aquí I
arriba II
ayer II
bien I
cerca III
con cuidado III
debajo III
demás III
después III
enfrente de III
en voz alta III
en voz baja III
hoy I
igualmente II
lejos III
luego I
mal I
mañana I
nada I
poco I
pronto II
rápido II
sí I
también I
tan III
tarde II (más tarde)
ya I

FUNCTION WORDS AND OTHERS NOT LISTED ELSEWHERE

(Includes: prepositions, pronouns, articles, some common idiomatic expressions, etc.)

a I
adiós I
ah I
¡alto! III
a la derecha III
a la izquierda III
caramba III
con II
de I
de nada I
él III
el I
ella III
ellas III
ellos III
en I
ésta II
éste II
éstos II
gracias I
hasta I
hola I
la I
la (la veo) III
las (las veo) III
le I
lo I
me I
mi I
mío II
muchas veces III
ni...ni III
nuestro II
otra vez I
para I
pero II
por III
porque II
pues II
¿qué tal? I
que...tan III
se I
sin III
sobre III
te I
tú II
tu I
tuyo II
un I
usted I
y II
yo I

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Appendix B

DIALOGUES, MONOLOGUES, RHYMES AND SONGS

SELECTED DIALOGUES IN SPANISH
USED IN THE INSTRUCTIONAL PROGRAM

Spanish	English
Niña: Buenos días.	Girl: Good morning.
Niño: Buenos días.	Boy: Good morning.
Niña: ¿Cómo te llamas?	Girl: What is your name?
Niño: Me llamo Tomás. ¿Y cómo te llamas tú?	Boy: My name is Thomas. And what is your name?
Niña: Yo me llamo María.	Girl: My name is Mary.
Señor: Buenos días, niño (niña).	Man: Good morning, boy (girl).
Niño: Buenos días, señor (señora, señorita).	Boy: Good morning, sir (ma'am, miss).
Señor: ¿Cómo te llamas?	Man: What is your name?
Niño: Me llamo Juan. ¿Y cómo se llama usted?	Boy: My name is John. And what is your name?
Señor: Yo me llamo señor Flores.	Man: My name is Mr. Flores.
Señor: Niña, ¿cómo te llamas?	Man: Girl, what is your name?
Niña: Me llamo Marta, señor.	Girl: My name is Martha, sir.
Señor: Y niño, ¿cómo te llamas tú?	Man: And boy, what is your name?
Niño: Me llamo Roberto.	Boy: My name is Robert.
Niña: ¿Cómo se llama usted, señor?	Girl: What is your name, sir?
Señor: Me llamo señor Flores.	Man: My name is Mr. Flores.
Niño-a: Mucho gusto, señor.	Boy-Girl: It's a pleasure, sir.
Señor: ¿Cuántos años tienes?	Man: How old are you?
Niña: Tengo diez años, señor.	Girl: I am 10 years old, sir.
Señor: Gracias, niña.	Man: Thank you, girl.
Niña: De nada, señor.	Girl: You're welcome, sir.
Señor: Roberto, ¿tienes un perro?	Man: Robert, do you have a dog?
Niño: Sí, tengo un perro.	Boy: Yes, I have a dog.
Señor: ¿Cómo se llama?	Man: What is its name?
Niño: Se llama Valiente.	Boy: Its name is Valient.
Señor: ¿Es grande o pequeño el perro?	Man: Is the dog large or small?
Niño: El perro es pequeño.	Boy: The dog is small.

Spanish	English
Señor: Marta, ¿tienes un perro?	Man: Martha, do you have a dog?
Niña: No, señor, tengo pollitos.	Girl: No, sir, I have baby chicks.
Señor: ¿Son grandes o pequeños?	Man: Are they large or small?
Niña: Son pequeños.	Girl: They are small.
Señor: ¿Cuántos tienes?	Man: How many do you have?
Niña: Tengo diez pollitos.	Girl: I have ten baby chicks.
Señor: Hola, Roberto.	Man: Hello, Robert.
Niño: Hola, señor.	Boy: Hello, sir.
Señor: ¿Qué tal?	Man: How is everything?
Niño: Muy bien, gracias, ¿y usted?	Boy: Very well, thank you, and you?
Señor: Muy bien.	Man: Very well.
Niño: ¿Quieres jugar?	Boy: Do you want to play?
Niña: Sí, quiero jugar a la pelota.	Girl: Yes, I want to play ball.
Niño: Aquí está la pelota. Toma la pelota.	Boy: Here is the ball. Take the ball.
Niña: No, tírala a Valiente.	Girl: No, throw it to Valient.
Señor: Roberto, ¿quién es esta persona?	Man: Robert, who is this person?
Niño: Este es mi hermano.	Boy: This is my brother.
Señor: ¿Quiénes son estas personas?	Man: Who are these persons?
Niño: Estos son mis padres.	Boy: These are my parents.
Niña: Roberto, vamos a jugar. ¿Quieres correr?	Girl: Robert, let's play. Do you want to run?
Niño: No, no quiero correr.	Boy: No, I don't want to run.
Niña: ¿Quieres saltar?	Girl: Do you want to jump?
Niño: Sí, quiero saltar a la cuerda.	Boy: Yes, I want to jump rope.
Niño-a: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte.	Boy-Girl: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

	Spanish		English
Señor:	¿Cómo te llamas?	Man:	What is your name?
Niña:	Me llamo Marta.	Girl:	My name is Martha.
Señor:	¿Tienes un perro?	Man:	Do you have a dog?
Niña:	No, no tengo un perro. Tengo pollitos.	Girl:	No, I don't have a dog. I have some baby chicks.
Señor:	¿Cuántos años tienes?	Man:	How old are you?
Niña:	Tengo diez años.	Girl:	I am 10 years old.
Señor:	¿Aprendes español?	Man:	Do you learn Spanish?
Niña:	Sí, estoy aprendiendo español.	Girl:	Yes, I am learning Spanish.
Señor:	Marta, ¿dónde vives?	Man:	Martha, where do you live?
Niña:	Vivo en Champaign.	Girl:	I live in Champaign.
Señor:	¿Dónde está tu casa?	Man:	Where is your house?
Niña:	Está en la calle ____.	Girl:	It is on ____ street.
Señor:	Buenos días, niños.	Man:	Good morning, children.
Niños:	Buenos días, maestro.	Children:	Good morning, teacher.
Señor:	¿Dónde está María?	Man:	Where is Mary?
Niño:	No está aquí.	Boy:	She isn't here.
Señor:	¿Qué le pasa?	Man:	What has happened to her?
Niña:	Está enferma.	Girl:	She is ill.
Señor:	Ah, lo siento mucho.	Man:	Oh, I'm very sorry.
Señora:	Levántate, Marta, levántate.	Woman:	Get up, Martha, get up.
Niña:	¿Qué hora es, mamá?	Girl:	What time is it, Mother?
Señora:	Son las siete y media. Ya es hora de ir a la escuela.	Woman:	It is 7:30. It is time to go to school already.
Niña:	Muy bien, mamá. Me levanto.	Girl:	Very well, Mother. I'll get up.

	Spanish		English
Señor:	Roberto, ¿a qué hora te levantas?	Man:	Robert, at what time do you get up?
Niño:	Me levanto a las siete y media.	Boy:	I get up at 7:30.
Señor:	¿A qué hora vienes a la escuela?	Man:	At what time do you come to school?
Niño:	Vengo a la escuela a las ocho y media.	Boy:	I come to school at 8:30.
Señor:	¿A qué hora vas a casa?	Man:	At what time do you go home?
Niño:	Voy a casa a las cuatro menos veinte y cinco.	Boy:	I go home at 3:35.
Señor:	¿A qué hora juegas?	Man:	At what time do you play?
Niño:	Juego a las cuatro.	Boy:	I play at 4:00.

Vendor:	¡Frutas, frutas, frutas! Tengo manzanas, aguacates, y plátanos.	Vendor:	Fruits, fruits, fruits! I have apples, avocados, and bananas.
Niña:	¿Cuánto vale esta manzana roja?	Girl:	How much is this red apple?
Vendor:	Vale diez centavos.	Vendor:	It costs 10 cents.
Niña:	¿Y cuánto vale este aguacate verde?	Girl:	And how much is this green avocado?
Vendor:	Vale ocho centavos.	Vendor:	It costs 8 cents.
Niña:	¿Cuánto vale este plátano amarillo?	Girl:	How much is this yellow banana?
Vendor:	Vale cinco centavos.	Vendor:	It costs 5 cents.
Niña:	Quiero este plátano amarillo.	Girl:	I would like this yellow banana.

	(Suena la campana)		(Door bell rings)
Señora:	Ve a la puerta, Roberto.	Woman:	Go to the door, Robert.
Niño 1:	Buenas tardes, Juan. Pasa.	Boy 1:	Good afternoon, John. Come in.
Niño 2:	Hola.	Boy 2:	Hello.
Señora:	¿Quién es?	Woman:	Who is it?
Niño 1:	Es Juan, mamá.	Boy 1:	It is John, Mother.
Señora:	Ven acá, Juan. ¿Cómo está tu madre?	Woman:	Come here, John. How is your mother?
Niño 2:	Está un poco enferma hoy.	Boy 2:	She is a little ill today.
Señora:	Ah, lo siento mucho.	Woman:	Oh, I'm very sorry.
Niño 2:	Vamos, Roberto. Ya es hora de ir a la escuela.	Boy 2:	Let's go, Robert. It's time to go to school now.
Niño 1:	Me voy, mamá. Adiós.	Boy 1:	I'm going, Mother. Good-bye.

	Spanish		English
Señor:	¿Qué aprendes en la escuela?	Man:	What do you learn in school?
Niña:	Aprendo aritmética, inglés, y muchas cosas más.	Girl:	I learn arithmetic, English, and many other things.
Señor:	Ah, ¿hablas inglés?	Man:	Oh, do you speak English?
Niña:	Sí, hablo inglés, y español también.	Girl:	Yes, I speak English, and Spanish too.
Señor:	Claro, hablas español.	Man:	Of course, you speak Spanish.
Niña:	Ya sonó la campana. Adiós, señor.	Girl:	The bell has rung. Good-bye, sir.
Señor:	Adiós, niña.	Man:	Good-bye, little girl.

Niña:	¿Cuánto vale la blusa?	Girl:	How much is the blouse?
Vendor:	¿Cuál?	Vendor:	Which one?
Niña:	La blusa verde.	Girl:	The green blouse.
Vendor:	Tengo muchas blusas verdes.	Vendor:	I have many green blouses.
Niña:	¡Esta!	Girl:	This one!
Vendor:	Ah, vale veinte pesos.	Vendor:	Oh, it costs 20 pesos.
Niña:	Tome usted.	Girl:	Here is your money.

Niño:	¿Quieres ver nuestra casa?	Boy:	Do you want to see our house?
Niña:	Sí, con mucho gusto.	Girl:	Yes, gladly.
Niño:	Hay siete habitaciones en nuestra casa.	Boy:	There are seven rooms in our house.
Niña:	¿Cuántas habitaciones hay arriba?	Girl:	How many rooms are there upstairs?
Niño:	Arriba tenemos tres alcobas y la sala de baño.	Boy:	Upstairs we have three bedrooms, and the bathroom.
Niña:	¿Cuántas hay abajo?	Girl:	How many are downstairs?
Niño:	Abajo tenemos la sala, el comedor, y la cocina.	Boy:	Downstairs we have the living-room, the diningroom, and the kitchen.

Niña:	Ya es hora de poner la mesa.	Girl:	It is time to set the table now.
Niño:	Yo pongo los platos, y tú pones los cuchillos.	Boy:	I'll put on the plates, and you put on the knives.
Niña:	Bueno, yo pongo los cuchillos.	Girl:	Fine, I'll put on the knives.
Niño:	Yo pongo los tenedores, y tú pones las cucharas.	Boy:	I'll put on the forks, and you put on the spoons.
Niña:	Bueno, yo pongo las cucharas.	Girl:	Fine, I'll put on the spoons.

Spanish		English	
Niña:	Ya es hora de comer.	Girl:	It is time to eat now.
Niño:	¿Qué hay de comer?	Boy:	What is there to eat?
Niña:	Hay carne, patatas, pan, tortillas y ensalada.	Girl:	There is meat, potatoes, bread, tortillas and salad.
Niño:	¿Hay helado también?	Boy:	Is there ice cream too?
Niña:	Sí, pero más tarde.	Girl:	Yes, but later.
Niño:	¿Quieres leche?	Boy:	Do you want some milk?
Niña:	Sí, pásame le leche, por favor.	Girl:	Yes, pass me the milk, please.
Niño:	¿Te gustan las tortillas?	Boy:	Do you like tortillas?
Niña:	Sí, me gustan las tortillas.	Girl:	Yes, I like tortillas.

Señor:	¿Oyes? ¿Qué es eso?	Man:	Do you hear? What is that?
Niña:	No oigo nada.	Girl:	I don't hear anything.
Señor:	¿No oyes? ¿Qué será?	Man:	Don't you hear? I wonder what it is?
Niña:	Ah, sí, es una vaca que muge.	Girl:	Oh, yes, it is a cow mooing.
	(Son perros que ladran, etc.)		(They are dogs barking, etc.)

Señor:	¿Tienes miedo de los caballos?	Man:	Are you afraid of horses?
Niña:	No, no tengo miedo de los caballos.	Girl:	No, I'm not afraid of horses.
Señor:	¿Por qué?	Man:	Why not?
Niña:	Porque soy valiente.	Girl:	Because I'm brave.

Niño 1:	¿Quién es este niño?	Boy 1:	Who is this boy?
Niña:	Es Jorge.	Girl:	It is George.
Niño 2:	Sí, soy Jorge. ¿Quién es esta niña?	Boy 2:	Yes, I am George. Who is this girl?
Niño 1:	Es Juanita.	Boy 1:	It is Jeanne.
Niña:	Sí, soy Juanita. ¿Quién es este niño?	Girl:	Yes, I am Jeanne. Who is this boy?
Niño 2:	Es David.	Boy 2:	It is David.
Niño 1:	Sí, soy David.	Boy 1:	Yes, I am David.
	(etc., using other names)		

Spanish	English
Niña: ¿Ves? ¿Qué es eso?	Girl: Do you see? What is that?
Niño: No veo nada.	Boy: I don't see anything.
Niña: ¿No ves? ¿Qué es eso?	Girl: Don't you see? What is that?
Niño: Ah, sí, es una mariposa que vuela.	Boy: Ah, yes, it's a butterfly flying.
(Suena el teléfono)	(The telephone rings)
Criada: ¡Diga!	Maid: Hello!
Niño: ¿Está en casa Francisca?	Boy: Is Frances home?
Criada: ¿Cómo? No oigo bien.	Maid: What? I don't hear well.
Niño: ¿Puedo hablar con Francisca?	Boy: May I speak with Frances?
Criada: ¿De parte de quién?	Maid: Who is speaking (calling)?
Niño: Esteban, primo suyo.	Boy: Steven, her cousin.
Criada: Un momento. Voy a llamarla.	Maid: One moment. I'll go call her.

SELECTED MONOLOGUES IN SPANISH USED IN THE INSTRUCTIONAL PROGRAM

--Hola, ¿qué tal? Me llamo Marta. Estoy aprendiendo inglés. Tengo diez años. Vivo en Champaign. Este es mi padre. Esta es mi madre. Tengo un hermano. Se llama Roberto. Esta es mi familia. Roberto tiene un perro. Se llama Valiente. Tengo muchos pollitos. Quiero a mis pollitos. Ya es hora de irme. Hasta luego.

--Hola, niños. Me llamo Roberto. Tengo nueve años. No vivo en Champaign. Vivo en Puerto Rico. Estoy aprendiendo inglés. Tengo una hermana. Se llama Marta. Ya es hora de irme. Quiero jugar a la pelota. Hasta luego.

--Buenos días, niños. Me llamo Marta. Tengo diez años. Mis padres están en Puerto Rico. Tengo un hermano. Se llama Roberto. Roberto tiene un perro. No hay más tiempo. Quiero saltar a la cuerda. Hasta luego.

--Buenos días, niños. Me llamo Roberto. Mi casa está en Puerto Rico. Tengo un perro. Se llama Valiente. No tengo un gato. Ya es hora de irme. Tengo hambre. Hasta luego.

--Hola, niños. Me llamo Marta. Me gustan mucho los libros. Hay muchos libros.en el estante de libros. Está en mi casa. Hasta luego.

--Hola, niños. Estoy aprendiendo inglés. Mi maestro es el señor Smith. Tengo muchos libros en inglés. Me gustan mucho los libros. Ya es hora de irme. Tengo hambre. Hasta la vista.

--Hola, niños. Mi hermano tiene un perro. Dice, "gusu, gusu," cuando tiene hambre. Ya es hora de irme. Quiero saltar a la cuerda. Hasta luego, niños.

--Marta: Estos son mis abuelos. No viven en Puerto Rico. Viven en los Estados Unidos. Están aquí ahora. Tienen una casa en Chicago. Se llaman señor y señora Balbuena. Vienen a visitar mucho.

--Marta: Estos son mis padres. Viven en Puerto Rico. No viven en los Estados Unidos. No están aquí ahora. Tienen una casa en Puerto Rico. Se llaman señor y señora Ramírez. No vienen a visitar mucho.

--Marta: Estos son mis hermanos. Viven en Puerto Rico. No viven en los Estados Unidos. No están aquí ahora. No tienen una casa. Viven con mis padres. Se llaman Juan y María. No vienen a visitar mucho.

SPANISH RHYMES PRESENTED IN THE INSTRUCTIONAL PROGRAM

En enero hace frío,
En febrero también;
En marzo hay viento,
Y en abril está bien.
En mayo hay flores,
En junio el amor;
En julio vacaciones,
Y en agosto el calor.
En septiembre hay neblina,
En octubre el tronar;
En noviembre hay lluvia,
Y en diciembre el nevar.

Lunes, martes, miércoles, tres;
Jueves, viernes, sábado, seis;
Y domingo, siete.

Erre con erre, cigarro,
Erre con erre, barril.
Rápido corren los carros,
del ferrocarril.

Treinta días trae septiembre,
con abril, junio, y noviembre;
Veinte y ocho cuenta uno,
Los demás a treinta y uno.

LYRICS TO SONGS PRESENTED IN THE INSTRUCTIONAL PROGRAM

Los Pollitos

Los pollitos dicen
Pío, pío, pío;
Cuando tienen hambre,
Cuando tienen frío.

Noche de Paz

Noche de paz, noche de amor,
Todo duerme en derredor;
Sólo velan, mirando la faz
De su Niño, en angélica paz.
José y María en Belén,
José y María en Belén.

Canción de Cuna

Señora Santa Ana
¿Por qué llora el niño?
--Por una manzana,
que se le ha perdido.

--Si llora por una,
Yo le daré tres.
Dos para el niño,
y otra para usted.

San Serení

San Serení, de la buena, buena vida,
Hacen así, así los zapateros;
Así, así, así;
Así me gusta a mí.

San Serení, de la buena, buena vida,
Hacen así, así los carpinteros;
Así, así, así;
Así me gusta a mí.

El Coquí

El coquí, el coquí a mí me encanta,
Es tan lindo el cantar del coquí;
Por las noches al ir a acostarme,
Me adormece cantando así:
Coquí, coquí, coquí-quí-quí-quí
Coquí, coquí, coquí-quí-quí-quí.

Los Tres Santos Reyes

Los tres santos reyes,
Los tres y los tres.
Los tres santos reyes,
Los tres y los tres.
Los saludaremos con divina fé.
Laire lo lairo, laire lo lairo, laire lo lairo-la
Laire lo lairo, laire lo lairo, laire lo lairo-la

Martinillo

Martinillo, Martinillo,
¿duermes tú? ¿duermes tú?
Suena la campana, suena la campana,
Tan-tan-tan,
Tan-tan-tan.

Allá en el Rancho Grande

Allá en el rancho grande,
Allá donde vivía;
Había una rancherita,
Que alegre me decía,
Que alegre me decía:

Te voy a hacer los calzones,
Como los usa el ranchero;
Te los comienzo de lana,
Te los acabo de cuero.

Las Mañanitas

Estas son las mañanitas,
Que cantaba el Rey David
A las muchachas bonitas,
se las cantaba así:
Despierta, mi bien, despierta,
Mira que ya amaneció;
Ya los pajaritos cantan,
La luna ya se metió.

Mi Finca

Vengan a ver mi finca que es hermosa,
Vengan a ver mi finca que es hermosa,
El gatito dice así: miau, miau,
El gatito dice así: miau, miau,
O vas camarad, O vas camarad,
O vas, o vas, o vas;
O vas camarad, O vas camarad,
O vas, o vas, o vas.

La Cucaracha

La cucaracha, la cucaracha,
Ya no puede caminar;
Porque no tiene, porque le falta,
la patita principal.

Una cosa me da risa,
dos ratones con camisa.
Otra cosa me la quita,
Cucaracha sin patita.

(Chorus)

A la triste cucaracha,
Le gusta mucho cantar.
Pero ya nadie la quiere,
No sabe cuando parar.

Venid, Fieles Todos

Venid, fieles todos,
A Belén marchemos
de gozo triunfantes,
henchidos de amor.
Al Rey de los Cielos,
Todos adoremos.
Vengamos, adoremos,
Vengamos, adoremos,
Vengamos, adoremos,
A nuestro Señor.

Levanta, Soldado

Levanta, soldado,
que las cuatro son.
Ya viene el teniente,
Con el batallón.
Déjalo que venga,
Déjalo venir;
Véte tú a la guerra,
Déjame dormir.

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Appendix C

GAMES AND GAME-LIKE ACTIVITIES

GAMES USED IN THE INSTRUCTIONAL PROGRAM

It was found that among the structured quiet games for class groups, the children in all classes liked guessing games best. Thus, a variety of such games were used.

In order to be certain that the greatest learning value could be obtained from such game activities, the patterns and vocabulary used in the games undertaken at any particular point in the instructional sequence were those to which the children had been introduced, and had partially learned through drill procedures, but had not been acquired to the point of mastery. Also, immediately before beginning any game the teacher usually reviewed the phrases to be used through either a listen-and-repeat or a question-and-answer drill procedure. The following is an example of how the review was carried out prior to the game. Assume that there are only two learnings to be stressed, they are: "un perro" (a dog), and "un gato" (a cat), and that the children have reached mastery in the use of "es" (it is).

	Listen-and-Repeat		Question-and-Answer
Teacher:	Escuchen y repitan. (Pointing to a drawing of a dog.)	Teacher:	Escuchen y respondan. (Pointing to a drawing of a dog.)
	Es un perro. (It is a dog.)		¿Qué es esto? (What is this?)
Class:	Es un perro. (It is a dog.)	Class:	Es un perro. (It is a dog.)
Teacher:	(Pointing to a drawing of a cat.)	Teacher:	(Pointing to a drawing of a cat.)
	Es un gato. (It is a cat.)		¿Qué es esto? (What is this?)

Class:	Es un gato. (It is a cat.)	Class:	Es un gato. (It is a cat.)

Estoy pensando en una cosa. ¿Qué es?
(I am thinking about something. What is it?)

When the teacher is satisfied that the pupils as a group have had sufficient review of the phrases to be used, the teacher places from eight to ten drawings representing the learnings on the flannel board. Each is representative of an object. Next, a pupil leader is selected for the game. The leader first whispers the name of the object he is going to be thinking about to the teacher. Then he turns to the class and says, "Estoy pensando en una cosa. ¿Qué es?" (I am thinking about something. What is it?). The pupils examine the drawing on the flannel board and when they are ready to make a guess, they raise their hands. The leader calls on pupils one at a time as they offer their guesses in Spanish. The following dialogue suggests how the game proceeds.

Leader:	Estoy pensando en una cosa. ¿Qué es?	(I am thinking about something. What is it?)
Child A:	¿Es un perro?	(Is it a dog?)
Leader:	No, no es un perro.	(No, it isn't a dog.)
Child B:	¿Es un gato?	(Is it a cat?)
Leader:	No, no es un gato.	(No, it isn't a cat.)
Child C:	¿Es una vaca?	(Is it a cow?)
Leader:	Sí, es una vaca.	(Yes, it is a cow.)

The child who guesses correctly becomes leader for the next game.

Veo una cosa. ¿Qué es?
(I see something. What is it?)

This game is identical to "Estoy pensando en una cosa. ¿Qué es?" (I am thinking of something. What is it?), except that a different phrase is used to help extend the children's learnings. After the leader says, "Veo una cosa. ¿Qué es?" the person doing the guessing says, "¿Ves un perro?" (Do you see a dog?), "¿Ves una vaca?" (Do you see a cow?), or using the same pattern, substitutes to form a similar question concerning the objects shown on the flannel board. The leader replies with such phrases as, "No, no veo un perro." (No, I don't see a dog.), or "Sí, veo una vaca." (Yes, I see a cow.).

Estoy pensando en un número. ¿Qué es?
(I am thinking of a number. What is it?)

This game is similar to "Estoy pensando en una cosa. ¿Qué es?", (I am thinking of something. What is it?) but numbers instead of objects are used. No flannel board is needed since the six to eight different numbers to be used in the game can be quickly written on the chalkboard. After the leader says, "Estoy pensando en un número. ¿Qué es?" the person doing the guessing says, "¿Es el número cincuenta?" (Is it the number fifty?), "¿Es el número ochenta?" (Is it the number eighty?), or substitutes in the phrase whatever number he thinks the leader is guessing. The leader replies with such phrases as, "No, no es el número ochenta," (No, it isn't the number eighty) or "Sí, es el número ochenta." (Yes, it is the number eighty). The one who guesses becomes the new leader.

Estoy pensando en una hora. ¿Qué es?
(I am thinking of a time. What is it?)

In this game time is used. In order to control the learnings and the time spent in playing the game, the number of possible responses are limited to from eight to ten. This is done by drawing clock faces on the chalkboard each showing a different time. After the leader says, "Estoy pensando en una hora. ¿Qué es?" (I am thinking of a time. What is it?) the person guessing says, "¿Son las nueve?" (Is it 9:00?), "¿Es la una y media?" (Is it 1:30?), or substitutes with whatever time he thinks the leader is guessing. The leader responds with such phrases as "No, no son las nueve," (No, it isn't 9:00) or "Sí, es la una." (Yes, it is 1:00).

Estoy pensando en una persona de mi familia. ¿Quién es?
(I am thinking of a person in my family. Who is it?)

In this guessing game the leader thinks of a relative but not by name. He thinks of his father (padre), mother (madre), sister (hermana), brother (hermano), cousin (primo, prima), aunt (tía), uncle (tío), or some other relative which the pupils have learned to say in Spanish. In this case it is not as necessary to use drawings, since there are a limited number of such names. However, some teachers used a family scene drawing, for which the children had identified each person, as a guide. After the leader says, "Estoy pensando en una person de mi familia. ¿Quién es?" the child guessing says, "¿Es tu padre?" (Is it your father?), or "¿Es tu tía?" (Is it your aunt?), or substitutes whatever person he thinks the leader is thinking about. The leader responds with such phrases as "No, no es mi padre," (No, it isn't my father) or "Sí, es mi tía" (Yes, it is my aunt).

Estoy pensando en una persona en la sala de clase. ¿Quién es?
(I am thinking of a person in the classroom. Who is it?)

Here the leader thinks of a person in the classroom, and the others, by questions, try to find out just who it is. They ask such questions as "¿Es un niño?" (Is it a boy?), "¿Lleva pantalones marrones?" (Is he wearing brown trousers?), and "¿Tiene una camisa verde?" (Does he have a green shirt on?) to which the leader offers such responses as, "No, no es un niño." (No, he isn't a boy), and "Sí, lleva pantalones marrones." (Yes, he is wearing brown trousers). After a player thinks he knows who it is, he asks a direct question naming that person such as, "¿Es Juan?" (Is it John?). If he is correct he becomes leader, but if he is not, he cannot ask any more questions until the next game begins. This procedure avoids random guessing with such simple responses as, "¿Es María?" (Is it Mary?), "¿Es David?" (Is it David?), "¿Es Pedro?" (Is it Peter?), etc.

Estoy pensando en una persona. ¿Qué hace?
(I am thinking of a person. What is he doing?)

In this game pictorial action requires the child to use various verbs. From eight to ten drawings are displayed on the flannel board each of which depicts a person engaged in a different action. After the leader says "Estoy pensando en una persona. ¿Qué hace?", the child doing the guessing says, "¿Abre la puerta?" (Is he (or she) opening the door?), "¿Toma el lápiz?" (Is he (or she) taking the pencil?), or substitutes some other appropriate phrase which describes what he thinks the leader is guessing. To these questions the leader offers such responses as, "No, no abre la puerta." (No, he (or she) isn't opening the door), and "Sí, toma el lápiz." (Yes, he (or she) is taking the pencil).

¿Cuál me gusta más?
(Which do I like best?)

This guessing game is usually played with reference to foods. From eight to ten drawings of foods are placed on the flannel board, and the leader decides upon one which he will pretend he likes most, and secretly informs the teacher. The leader then says, "¿Cuál me gusta más?" (Which do I like best?). The players try to see who will guess it first. They use such phrases as, "¿Te gustan más las patatas?" (Do you like potatoes best?), "¿Te gusta más la leche?" (Do you like milk best?), "¿Te gustan más las tortillas?" (Do you like tortillas best?). The leader replies with such phrases as, "No, no me gusta más la leche." (No, I don't like milk best), and "Sí, me gustan más las tortillas." (Yes, I like tortillas best).

GAME-LIKE ACTIVITIES USED IN THE INSTRUCTIONAL PROGRAM

Games are usually regarded as competitive fun-filled activities in which a participating person or group wins by reason of chance, skill, or knowledge. In the instructional program there were numerous learning activities which the children regarded as fun, but in which there was no provision for competition. These were termed "game-like activities," and in many instances the children seemed to enjoy these activities equally as well as they did the games. The following are examples of some of the game-like activities used in the instructional program.

Commands for the Class

In this activity the teacher, or a leader selected from the class, gives a number of commands in quick succession. The pupils are expected to follow them for the sheer joy of being able to listen, understand, and do what they are told in a second language. The following is typical of such a sequence of commands used with the children during the second year of learning:

Leader:	--¿Listos? Vamos a empezar.	(Ready? Let's begin.)
	--Abran los pupitres.	(Open your desks.)
	--Cierren los pupitres.	(Close your desks.)
	--Levántense.	(Stand up.)
	--Con la mano derecha, toquen el pie izquierdo.	(With the right hand, touch the left foot.)

--Con la mano izquierda, toquen la oreja derecha.	(With the left hand, touch the right ear.)
--Levánten las manos.	(Raise your hands.)
--Bajen las manos.	(Lower your hands.)
--Ahora, siéntense.	(Now, sit down.)

Commands for Individuals

In this activity one child acts as a leader who tells another child what he should do. It is similar to "Commands for the Class" except that when speaking to an individual rather than to a class, different verb forms are used. By this variation it is possible to guide the children toward extended use of various verb forms. The following is typical of commands used for this activity during the first year of Spanish instruction:

--Levántate.	(Stand up.)
--Ve a la ventana.	(Go to the window.)
--Ve a la puerta.	(Go to the door.)
--Ve a la pizarra.	(Go to the blackboard.)
--Escribe el número dos.	(Write the number 2.)
--Ahora, ve a tu pupitre, y siéntate.	(Now, go to your desk, and sit down.)

Progressive Dialogues

The progressive dialogue is worded so as to gradually change the personnel of the speaking group as it is repeated. For example, as the first repetition begins, one speaker may be substituted with another, and then as it leaves this group other new speakers may be brought in and the original group is no longer involved. The following illustrates such a sequence. Assume that a child named Marta has placed a piece of paper on the desk in front of Roberto. She speaks to Roberto:

Marta:	¿Dónde está el papel?	(Where is the piece of paper?)
Roberto:	Aquí está el papel.	(Here is the piece of paper.)
Marta:	Toma el papel.	(Take the piece of paper.)
Roberto:	(Taking the paper) ¿Qué hago?	(What am I to do?)
Marta:	Dale el papel al niño.	(Give the piece of paper to the boy.)

(At this point, Roberto takes the paper and places it on the desk of another child--a boy named David. Then the activity is repeated.)

Roberto:	¿Dónde está el papel?	(Where is the piece of paper?)
David:	Aquí está el papel.	(Here is the piece of paper.)
Roberto:	Toma el papel.	(Take the piece of paper.)
David:	¿Qué hago?	(What am I to do?)
Roberto:	Dale el papel a una niña.	(Give the piece of paper to a girl.)

(David takes the paper and places it on the desk of a girl. He then says the same dialogue previously said by Roberto, and earlier by Marta.)

The following is another progressive dialogue in which three children respond quickly to questions from each other. Once they have learned the dialogue, they have fun saying it three or more times in sequence, gaining speed as they proceed. Assume the pupils' names are David, Juanita, and Jorge.

David:	¿Quién es este niño?	(Who is this boy?)
Juanita:	Es Jorge.	(It is George.)
Jorge:	Sí, soy Jorge.	(Yes, I am George.)
	¿Quién es esta niña?	(Who is this girl?)
David:	Es Juanita.	(It is Janet.)
Juanita:	Sí, soy Juanita.	(Yes, I am Janet.)
	¿Quién es este niño?	(Who is this boy?)
Jorge:	Es David.	(It is David.)
David:	Sí, soy David.	(Yes, I am David.)

Ask a Question

The teacher begins by telling one child to ask the class a question about some specific thing. For example, the teacher might say, "Haz una pregunta sobre el tiempo" (Ask a question about the weather). The selected child then turns to the class and asks the question about the weather. It might be, "¿Qué tiempo hace hoy?" (How is the weather today?).

Pupils who think they can answer raise their hands. The leader selects one who, if he answers the question correctly, is next to tell someone to make up a question. For example, he might turn to someone in the class and say, "Haz una pregunta sobre la hora," (Ask a question about the time). That child might ask the class, "¿Qué hora es?" (What time is it?), and select a volunteer to answer. In this way questions can be posed and answered quickly by child after child throughout the classroom.

Where Is It?

This game-like activity begins by the teacher selecting one child to close his eyes (or leave the room). An object is then hidden. Let us assume that it is a small stuffed toy resembling a puppy. After the object is hidden, the selected child is told to open his eyes (or return to the room). The children in the classroom ask in chorus, "¿Dónde está el perrito?" (Where is the puppy?), and as they repeat this phrase over and over again, the one who is hunting for "el perrito" moves quietly around the room. As the one who is seeking the dog gets closer to the object, those in the classroom chant louder. As he gets further away from the object they chant softer. When he finally sees the object, he calls out boldly, "Aquí está el perrito" (Here is the puppy).

Play Arguments

The play argument is an activity in which the speakers pretend to be arguing over something. In the illustration which follows Esteban, the brother, has a pencil which his sister thinks is hers--words and a bit of a tussle follow as neither believes the other; and both want the pencil.

Hermana:	Esteban, dame ese lápiz; es mío.	(Steven, give me that pencil; it's mine.)
Hermano:	No, no es tuyo; es mío.	(No, it isn't yours; it's mine.)
Hermana:	Este lápiz amarillo es mío. No es tuyo.	(This yellow pencil is mine. It isn't yours.)
Hermano:	No, no, no; es mío.	(No, no, no; it's mine.)

Goodbye Captain

This is a ball tossing activity carried on by one child who tosses and catches the ball by himself. Spanish phrases are said by the class as the ball is tossed. Some skill is necessary since each time the ball is tossed the task is a little more difficult. The object of the activity from a game standpoint is to go through all steps accurately doing just as the words say to do. The Spanish phrases said by the class describe how the ball is to be tossed:

Spanish Phrase	English Equivalent	
--Regular.	--Usual.	The ball is tossed in the air and caught on its return in a normal fashion.
--Sin mover.	--Without moving.	As the ball is tossed and caught the person must stand rigid. No motion is allowed except the minimum

		required in releasing and catching the ball.
--Sin reír.	--Without laughing.	When the ball is tossed and caught the player must look very serious.
--Riendo.	--Laughing.	This time when the ball is tossed and caught the player must laugh.
--Con una mano.	--With one hand.	The ball is tossed and caught with one hand only.
--Con la otra.	--With the other.	The ball is tossed and caught with the other hand.
--A la cabeza.	--By the head.	After the ball is tossed, the player touches his head, and then catches the ball.
--Al pie.	--By the foot.	After the ball is tossed, the player touches his foot, and then catches the ball.
Al suelo.	--By the floor.	After the ball is tossed, the player touches the floor, and then catches the ball.
--Adiós mi capitán.	--Goodbye captain.	If the player has completed all acts without error, he bows and accepts the "adiós."

Hiding Game

A child is selected to leave the room. After he had left, an object such as a small red ball is hidden somewhere in the room. When he returns he asks a series of questions to which the class responds chorally in complete sentences. The following illustrates how the game proceeds once the child has returned to the room.

Clase:	En la sala de clase hay una pelota roja. ¿Dónde está?	(In the classroom there is a red ball. Where is it?)
Alumno:	¿Está en una silla?	(Is it on a chair?)
Clase:	No, no está en una silla.	(No, it isn't qn a chair.)
Alumno:	¿Está en una caja?	(Is it in a box?)
Clase:	No, no está en una caja.	(No, it isn't in a box.)
Alumno:	¿Está debajo de la mesa grande?	(Is it under the large table?)
Clase:	Sí, está debajo de la mesa grande.	(Yes, it is under the large table.)

In order that the game move quickly it is usually a wise plan to control the questions by placing from eight to ten stick drawings, only one of which represents the hiding place, on the chalkboard. These are reviewed by all children before the game is undertaken. The one doing the guessing would of course be limited to questions suggested by these drawings, having known in advance the exact hiding place represented by each drawing.

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Appendix D

ACHIEVEMENT TESTS ADMINISTERED AT THE CLOSE OF THREE YEARS OF INSTRUCTION

University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

June 1962

Script for Part I of the taped portion of
LISTENING COMPREHENSION TEST FOR THIRD YEAR ELEMENTARY SCHOOL SPANISH
(End of Second Semester)

NARRATOR: --Your teacher has given you an answer booklet and has had you write your name on it. You are going to hear some Spanish phrases. You will let your teacher know how well you understand each of them by placing an "X" on your answer booklet. Each row is numbered and contains four drawings. In each drawing there is a little box in the lower right hand corner. You will be asked to pick the drawing which best shows what has been said in Spanish and place an "X" in the little box in that drawing. First you will hear the Spanish phrase, next you will be asked to mark the drawing which best goes with the Spanish phrase you have heard. At that time you will hear the phrase again. Now, do the ones on the front page just for practice--to be sure you understand the instructions. Ready? Here is the first sample item.

EXAMINER: --Esta es una cocina.

NARRATOR: --Place an "X" in the small box of the drawing in the first row which best goes with --

EXAMINER: --Esta es una cocina.

STOP TAPE

The teacher should examine the papers by moving quickly from desk to desk to be certain that all pupils understand the directions. Give help where needed.

START TAPE

NARRATOR: --Here is the second sample item.

EXAMINER: --La niña escribe en el papel.

NARRATOR: --Place an "X" in the small box of the drawing in the second row which best goes with --

EXAMINER: --La niña escribe en el papel.

STOP TAPE

Check to be certain that any of the children who might have been confused on the previous item now understand. When you are certain that all pupils understand the directions, have them turn to page 2 of the test booklet and be ready to begin.

No bell tone will be heard after the statements in the remainder of this part of the test. The statements are spaced three seconds apart. However, if necessary, you may stop the tape between items for any children who may need more time. Be certain that each child responds to each item even if he has to guess since there is no penalty for guessing.

START TAPE

NARRATOR: --Look at row one. Listen.

EXAMINER: --Hay un estante de libros en la sala de clase.

NARRATOR: --Now place an "X" in the small box of the drawing in row one, which best goes with --

EXAMINER: --Hay un estante de libros en la sala de clase.

NARRATOR: --Look at row two. Listen.

EXAMINER: --El niño canta con la maestra.

NARRATOR: --Place an "X" in the small box of the drawing in row two which best goes with --

EXAMINER: --El niño canta con la maestra.

NARRATOR: --Look at row three. Listen.

EXAMINER: --Estos niños son hermanos.

NARRATOR: --Place an "X" in the small box of the drawing in row three which best goes with --

EXAMINER: --Estos niños son hermanos.

NARRATOR: --Look at row four. Listen.

EXAMINER: --El niño toca el pie izquierdo con la mano.

NARRATOR: --Place an "X" in the small box of the drawing in row four which best goes with --

EXAMINER: --El niño toca el pie izquierdo con la mano.

NARRATOR: --Now look at row five. Listen.

EXAMINER: --La niña tiene dos lápices en la mano.

NARRATOR: --Place an "X" in the small box of the drawing in row five which best goes with --

EXAMINER: --La niña tiene dos lápices en la mano.

NARRATOR: --Now turn the page.

--Look at row six. Listen.

EXAMINER: --Ella está en la calle.

NARRATOR: --Place an "X" in the small box of the drawing in row six which best goes with --

EXAMINER: --Ella está en la calle.

NARRATOR: --Look at row seven. Listen.

EXAMINER: --No es el sol; es la lluvia.

NARRATOR: --Place an "X" in the small box of the drawing in row seven which best goes with --

EXAMINER: --No es el sol; es la lluvia.

NARRATOR: --Look at row eight. Listen.

EXAMINER: --Teresa da las flores a la señora.

NARRATOR: --Place an "X" in the small box of the drawing in row eight which best goes with --

EXAMINER: --Teresa da las flores a la señora.

NARRATOR: --Look at row nine. Listen.

EXAMINER: --El papá come pan y huevos.

NARRATOR: --Place an "X" in the small box of the drawing in row nine which best goes with --

EXAMINER: --El papá come pan y huevos.

NARRATOR: --Look at row ten. Listen.

EXAMINER: --Este niño es malo.

NARRATOR: --Place an "X" in the small box of the drawing in row ten which best goes with --

EXAMINER: --Este niño es malo.

NARRATOR: --Now turn the page.

--Look at row eleven. Listen.

EXAMINER: --El suéter tiene el número noventa.

NARRATOR: --Place an "X" in the small box of the drawing in row eleven which best goes with --

EXAMINER: --El suéter tiene el número noventa.

NARRATOR: --Look at row twelve. Listen.

EXAMINER: --Hay una mesa en la sala.

NARRATOR: --Place an "X" in the small box of the drawing in row twelve which best goes with --

EXAMINER: --Hay una mesa en la sala.

NARRATOR: --Look at row thirteen. Listen.

EXAMINER: --La mamá habla por teléfono.

NARRATOR: --Place an "X" in the small box of the drawing in row thirteen which best goes with --

EXAMINER: --La mamá habla por teléfono.

NARRATOR: --Look at row fourteen. Listen.

EXAMINER: --Este pollito bebe agua.

NARRATOR: --Place an "X" in the small box of the drawing in row fourteen which best goes with --

EXAMINER: --Este pollito bebe agua.

NARRATOR: --Look at row fifteen. Listen.

EXAMINER: --Juan lleva un sombrero en la cabeza.

NARRATOR: --Place an "X" in the small box of the drawing in row fifteen which best goes with --

EXAMINER: --Juan lleva un sombrero en la cabeza.

NARRATOR: --Now turn the page.

--Look at row sixteen. Listen.

EXAMINER: --La alumna entra por la puerta.

NARRATOR: --Place an "X" in the small box of the drawing in row sixteen which best goes with --

EXAMINER: --La alumna entra por la puerta.

NARRATOR: --Look at row seventeen. Listen.

EXAMINER: --El muchacho corre por el parque.

NARRATOR: --Now place an "X" in the small box of the drawing in row seventeen which best goes with --

EXAMINER: --El muchacho corre por el parque.

NARRATOR: --Look at row eighteen. Listen.

EXAMINER: --Teresa pone las medias en la silla.

NARRATOR: --Place an "X" in the small box of the drawing in row eighteen which best goes with --

EXAMINER: --Teresa pone las medias en la silla.

NARRATOR: --Look at row nineteen. Listen.

EXAMINER: --Carlos y Teresa levantan las manos.

NARRATOR: --Place an "X" in the small box of the drawing in row nineteen which best goes with --

EXAMINER: --Carlos y Teresa levantan las manos.

NARRATOR: --Now look at row twenty. Listen.

EXAMINER: --El niño da la comida al conejo.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty which best goes with --

EXAMINER: --El niño da la comida al conejo.

NARRATOR: --Now turn the page.

--Look at row twenty-one. Listen.

EXAMINER: --La ensalada es buena para los niños.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-one which best goes with --

EXAMINER: --La ensalada es buena para los niños.

NARRATOR: --Look at row twenty-two. Listen.

EXAMINER: --La madre limpia el plato.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-two which best goes with --

EXAMINER: --La madre limpia el plato.

NARRATOR: --Look at row twenty-three. Listen.

EXAMINER: --La *muchacha* está en la cocina.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-three which best goes with --

EXAMINER: --La *muchacha* está en la cocina.

NARRATOR: --Look at row twenty-four. Listen.

EXAMINER: --El padre pone la *sal* sobre la mesa.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-four which best goes with --

EXAMINER: --El padre pone la *sal* sobre la mesa.

NARRATOR: --Look at row twenty-five. Listen.

EXAMINER: --Juan *trae* pluma y tinta.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-five which best goes with --

EXAMINER: --Juan *trae* pluma y tinta.

NARRATOR: --Now turn the page.

--Look at row twenty-six. Listen.

EXAMINER: --Juan y María están en la *finca* de sus tíos.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-six which best goes with --

EXAMINER: --Juan y María están en la *finca* de sus tíos.

NARRATOR: --Look at row twenty-seven. Listen.

EXAMINER: --Los niños *vienen* de la escuela.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-seven which best goes with --

EXAMINER: --Los niños vienen de la escuela.

NARRATOR: --Look at row twenty-eight. Listen.

EXAMINER: --Hay una alfombra en esta sala.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-eight which best goes with --

EXAMINER: --Hay una alfombra en esta sala.

NARRATOR: --Look at row twenty-nine. Listen.

EXAMINER: --Teresa tiene una rosa en la mano.

NARRATOR: --Place an "X" in the small box of the drawing in row twenty-nine which best goes with --

EXAMINER: --Teresa tiene una rosa en la mano.

NARRATOR: --Here is the last one. Row thirty. Listen.

EXAMINER: --En la primavera hace buen tiempo.

NARRATOR: --Place an "X" in the small box of the drawing in row thirty which best goes with --

EXAMINER: --En la primavera hace buen tiempo.

NARRATOR: --Very well, children. Put down your pencils. That's all for now.

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University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

PART I: SPANISH LISTENING COMPREHENSION TEST

Third Year Elementary School Spanish

(End of Semester II)

Name ____________________ Score __________

School ____________________

Grade __________ Spanish Teacher __________

Birthday __________ Date __________

SAMPLE ITEMS

A B C D

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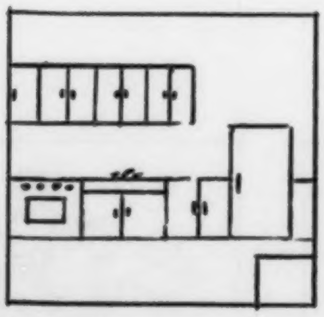

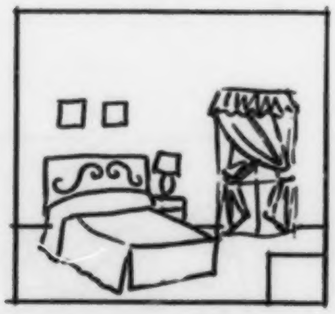

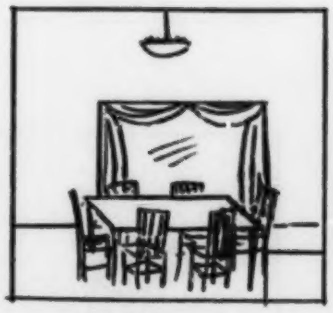

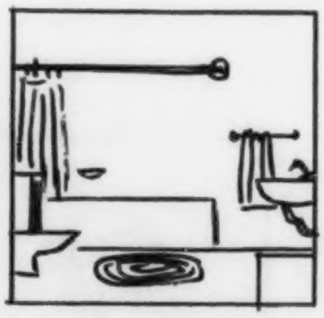

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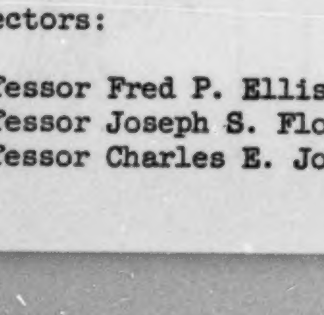

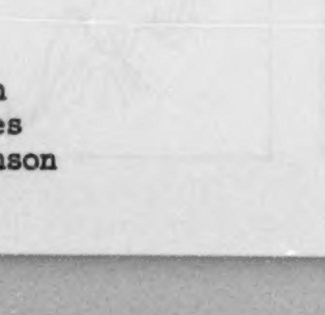

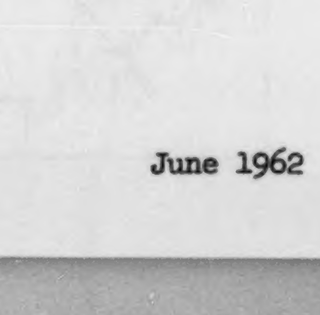

Co-directors:

Professor Fred P. Ellison
Professor Joseph S. Flores
Professor Charles E. Johnson

June 1962

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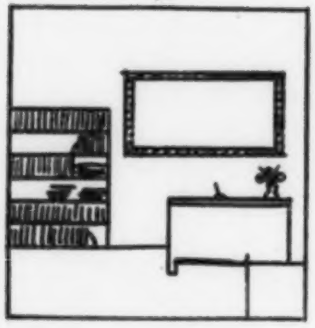

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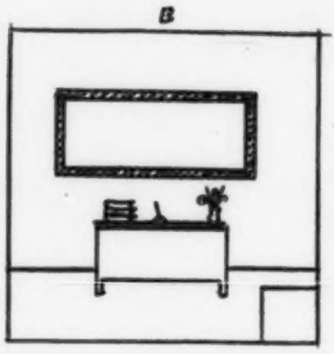

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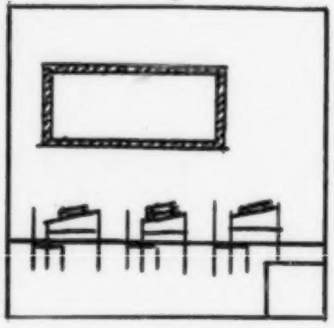

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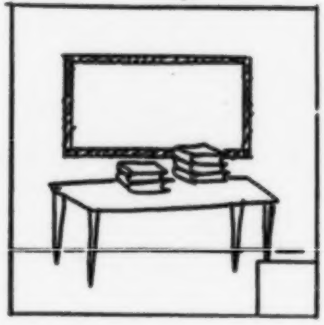

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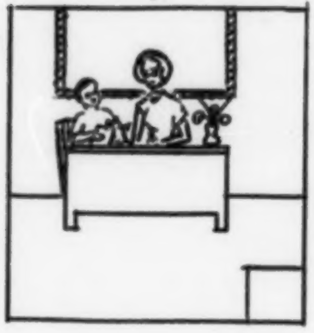

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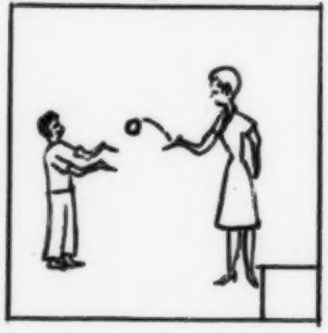

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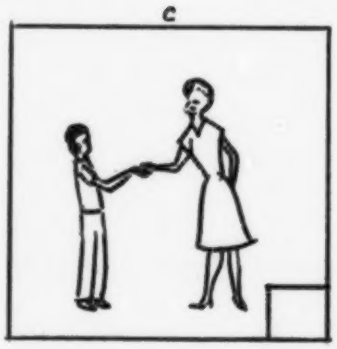

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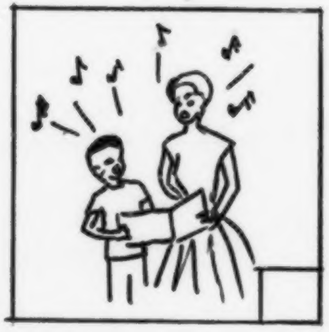

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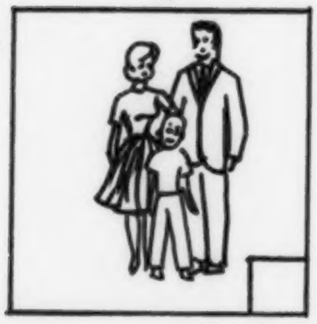

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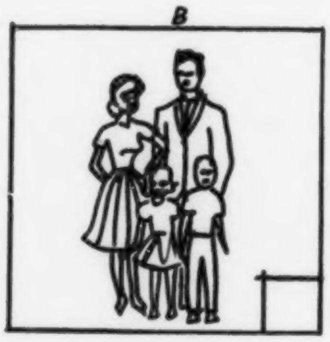

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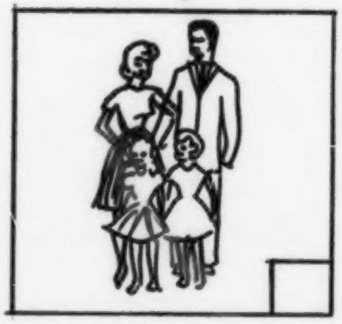

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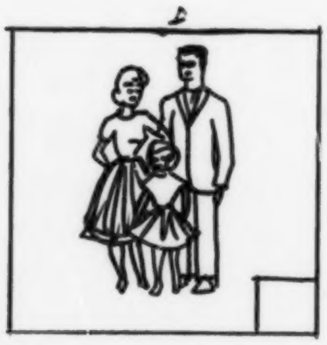

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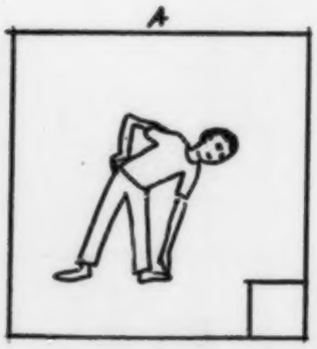

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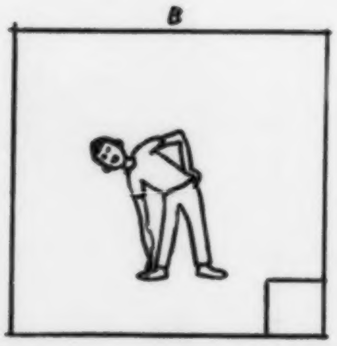

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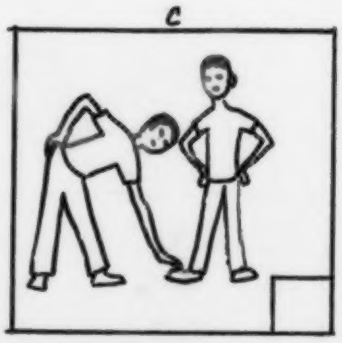

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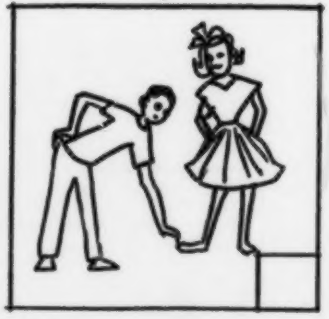

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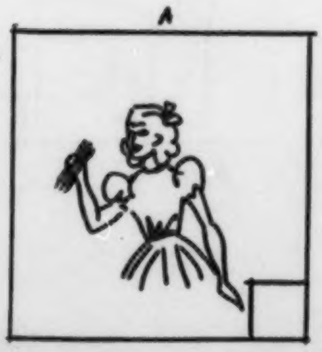

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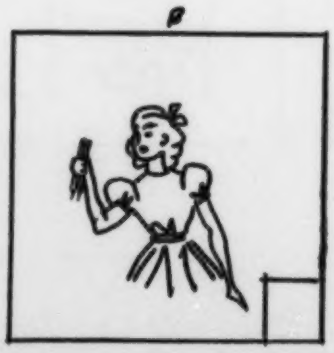

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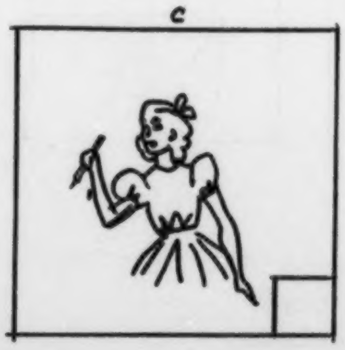

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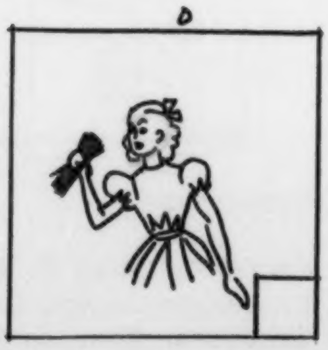

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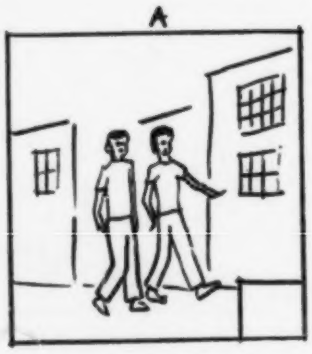

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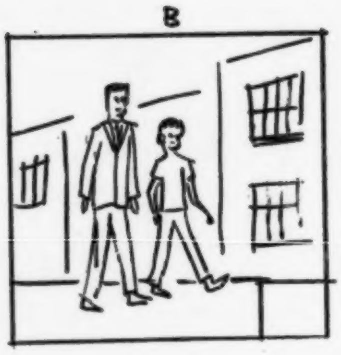

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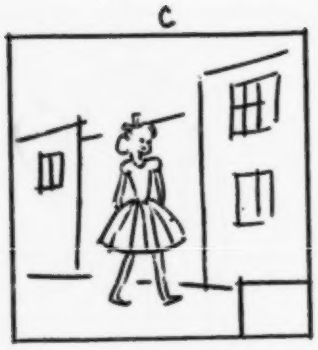

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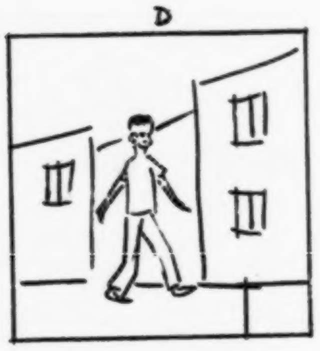

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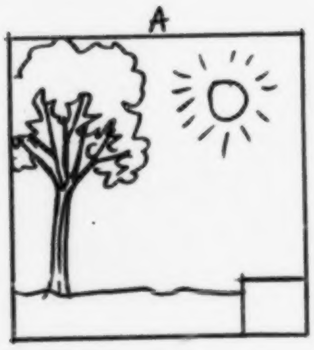

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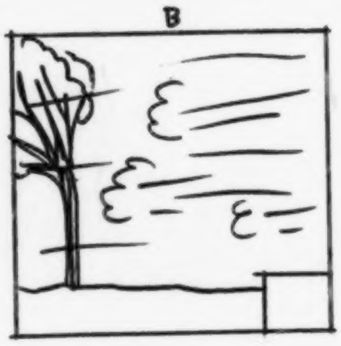

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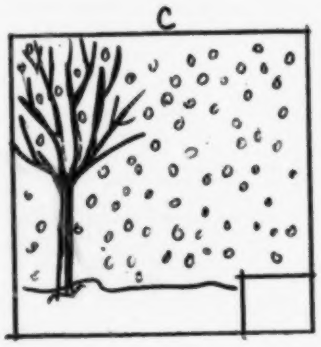

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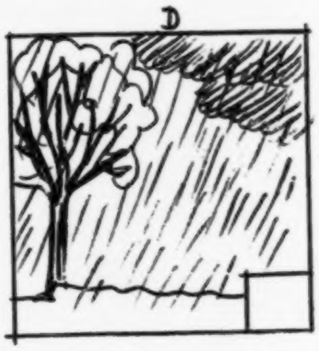

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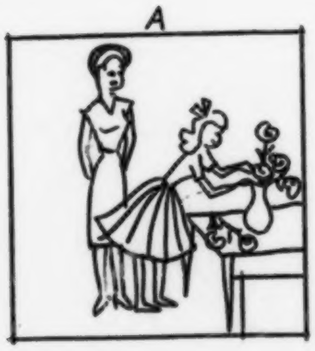

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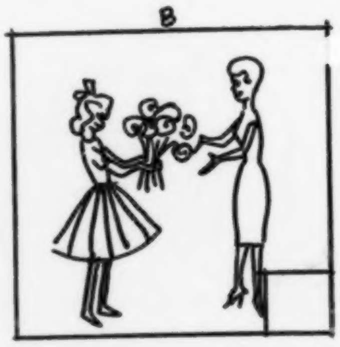

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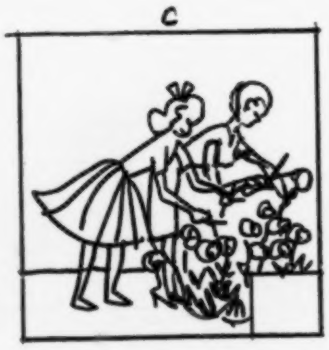

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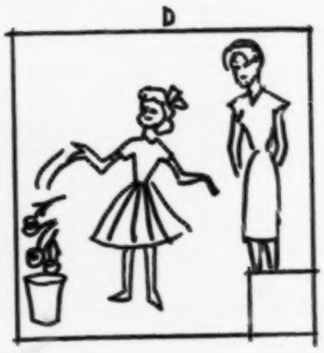

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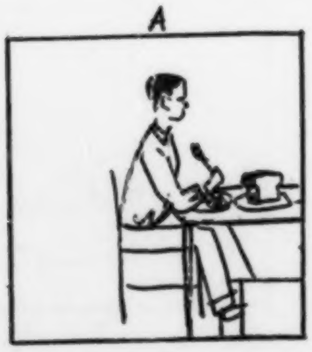

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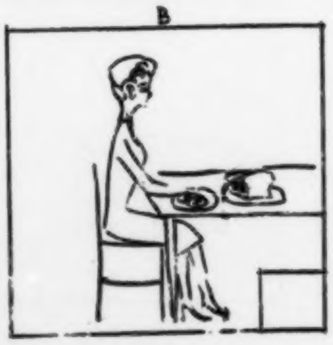

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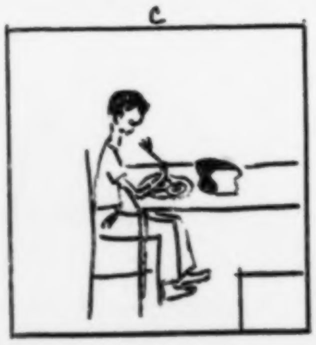

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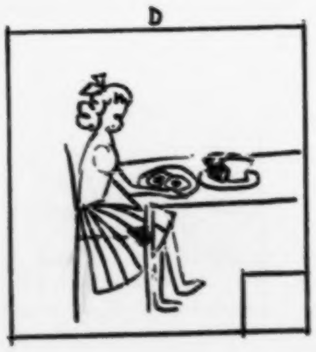

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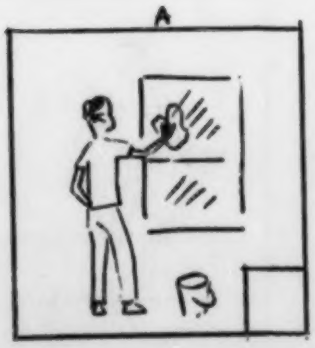

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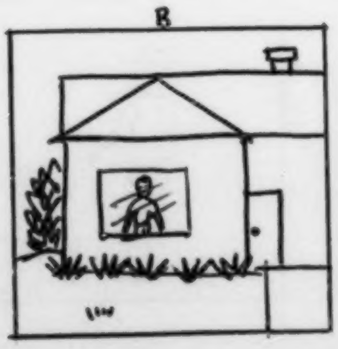

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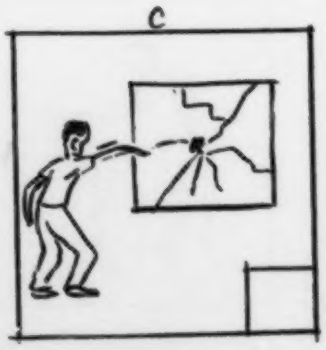

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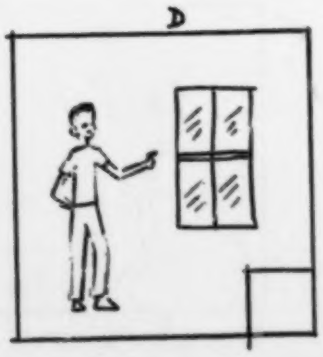

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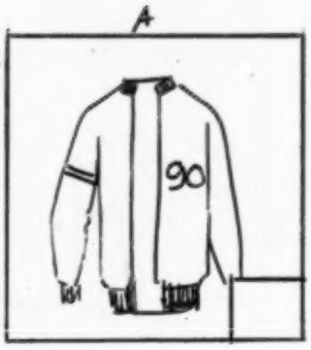

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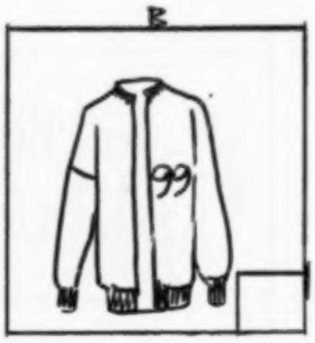

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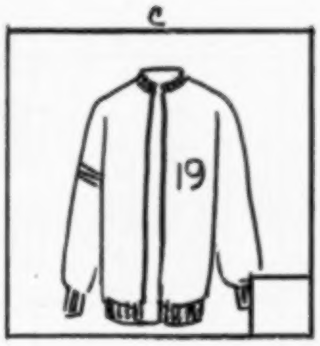

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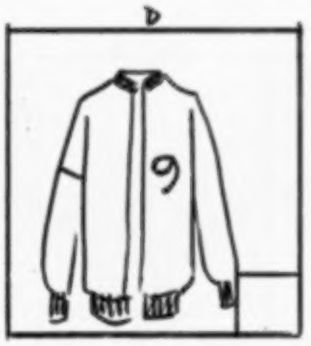

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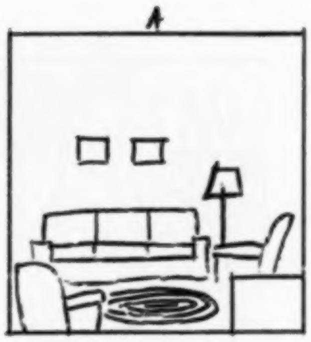

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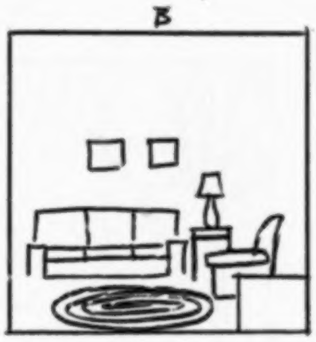

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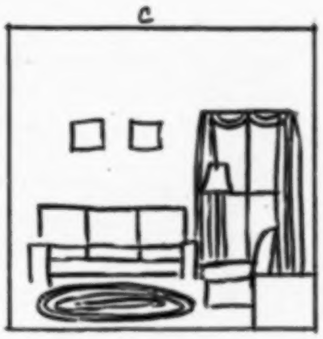

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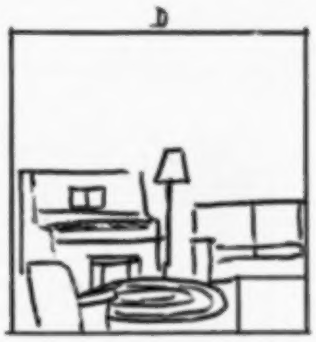

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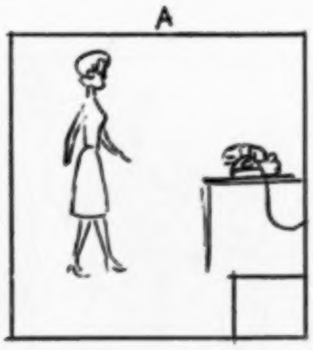

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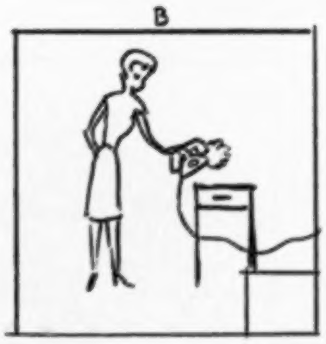

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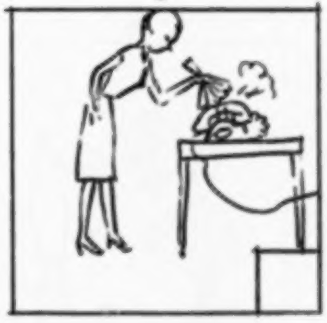

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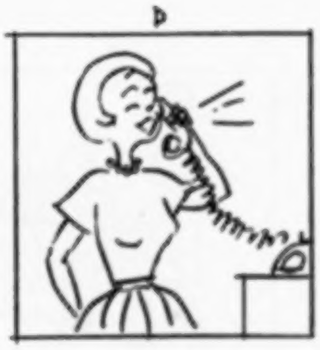

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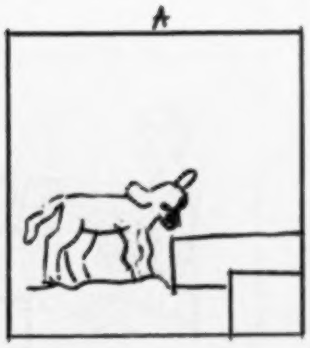

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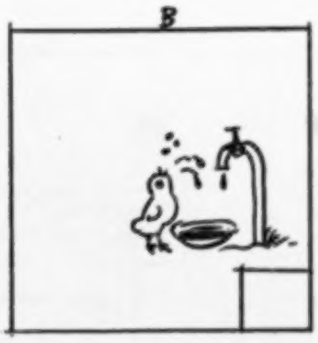

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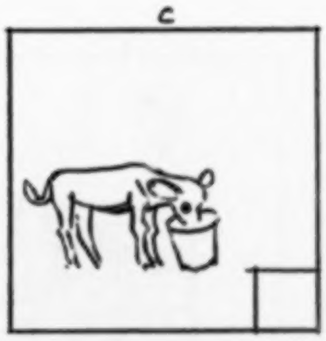

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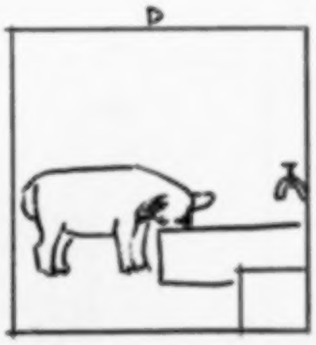

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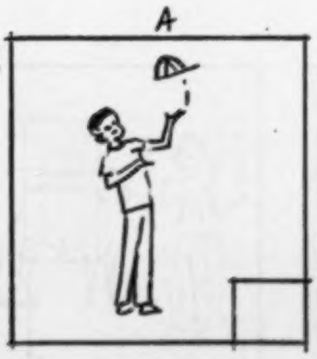

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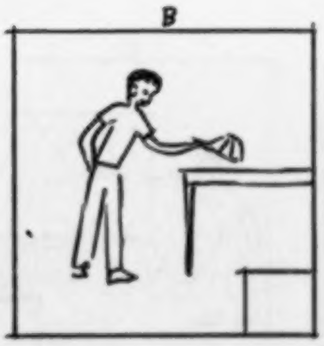

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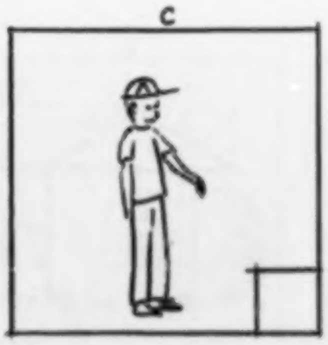

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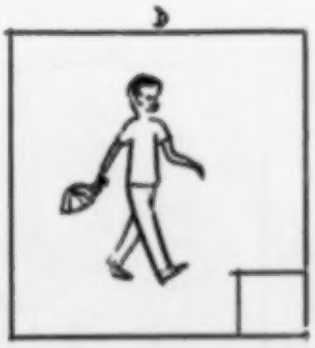

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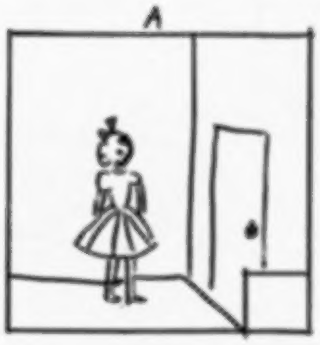

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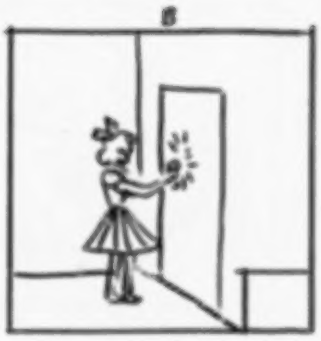

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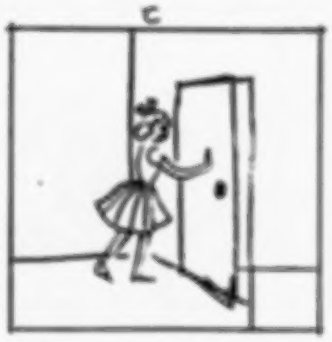

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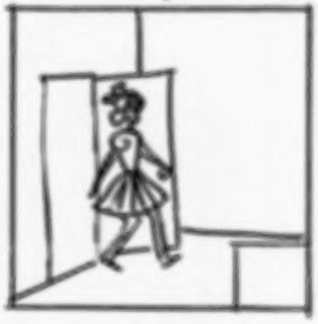

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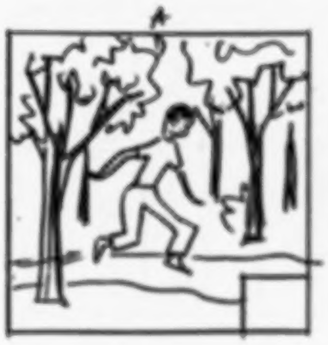

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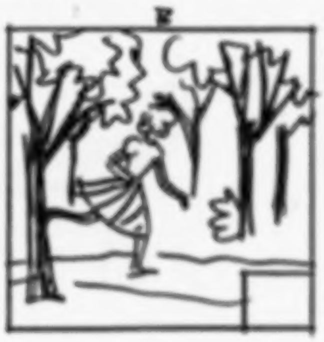

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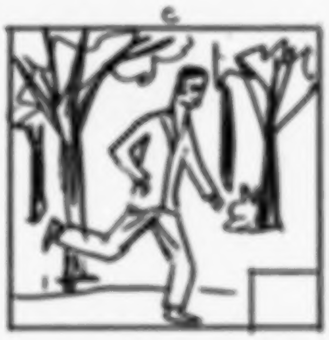

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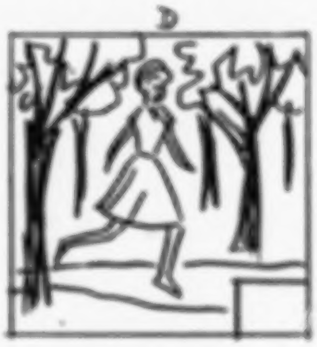

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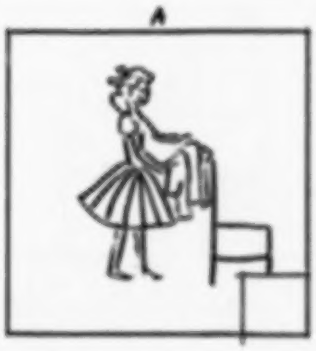

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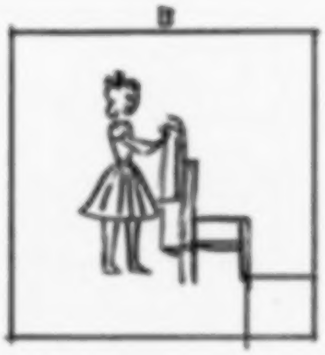

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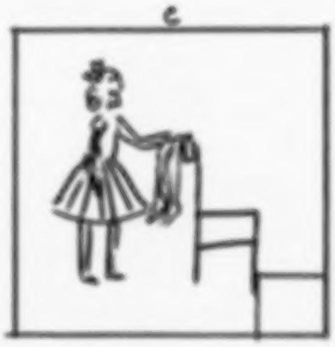

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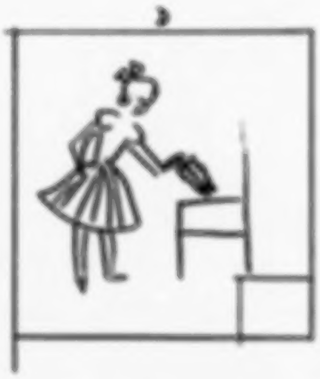

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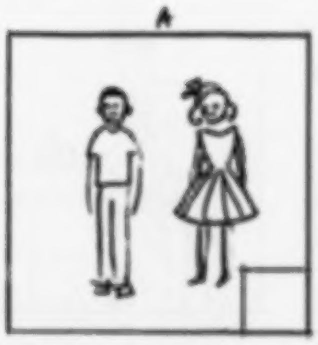

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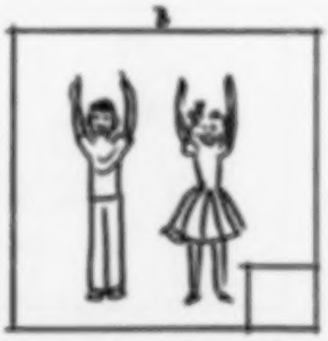

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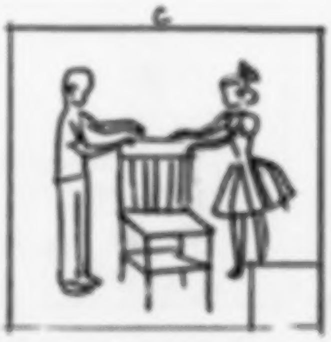

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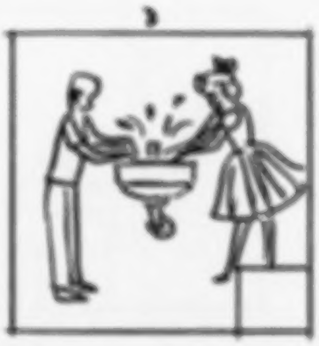

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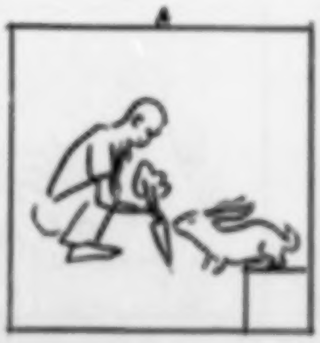

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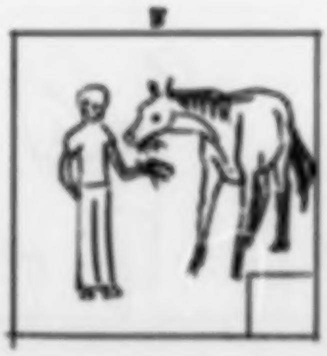

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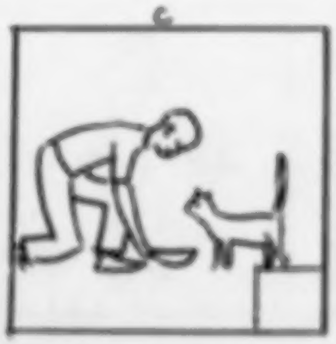

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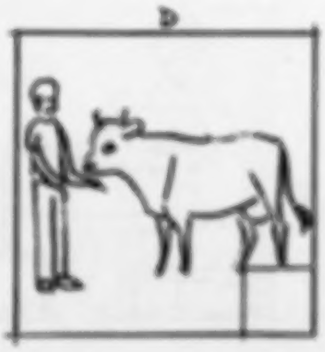

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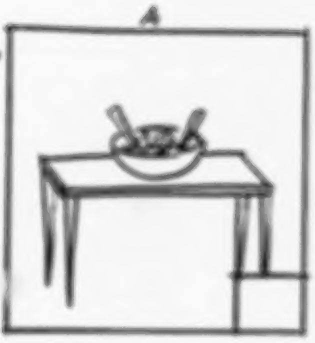

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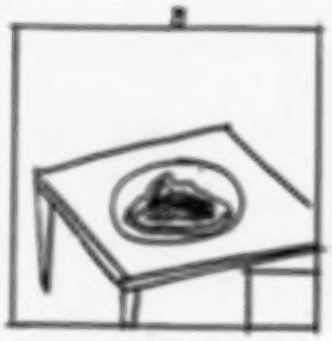

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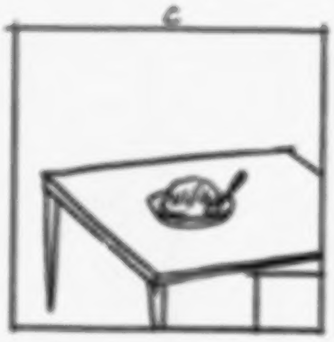

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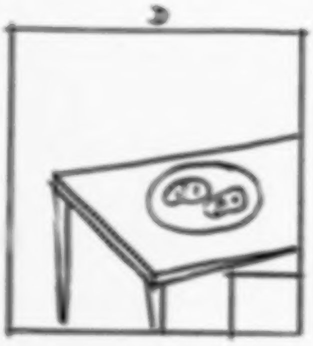

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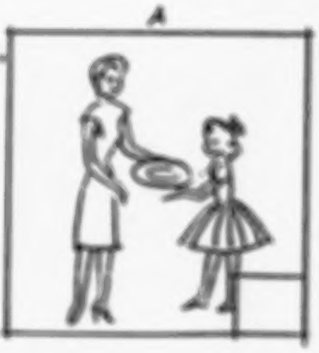

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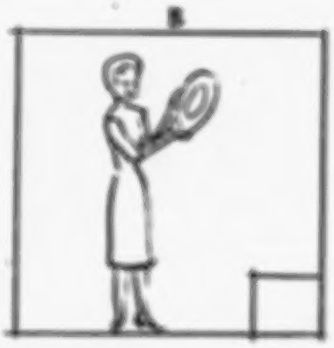

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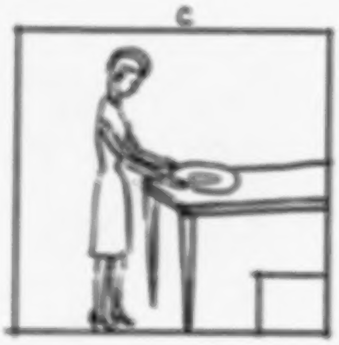

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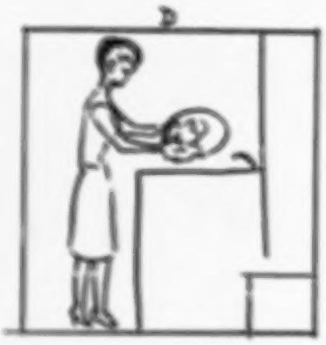

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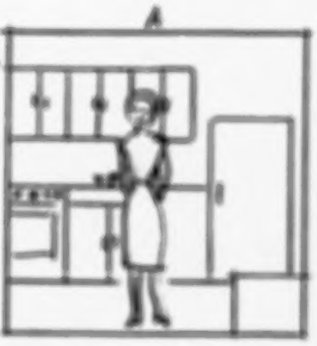

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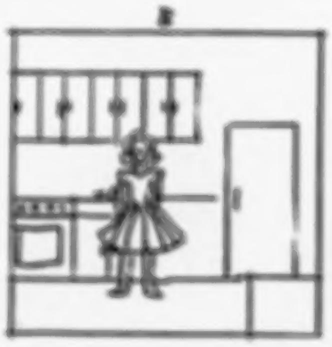

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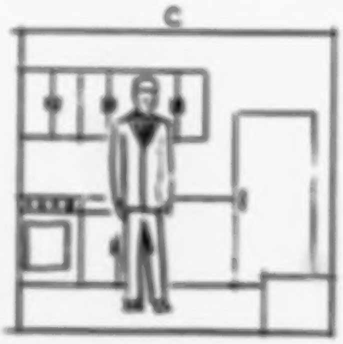

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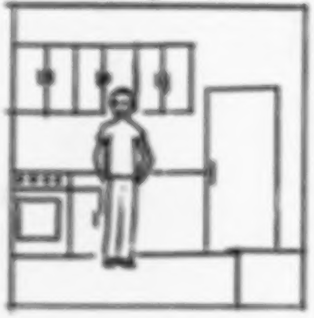

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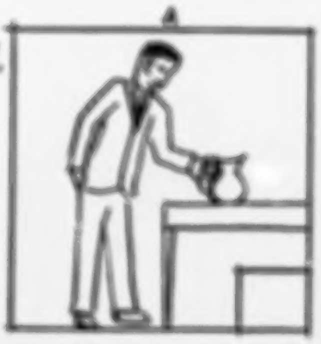

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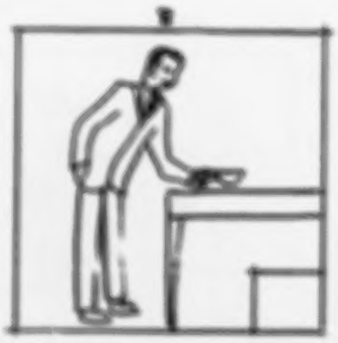

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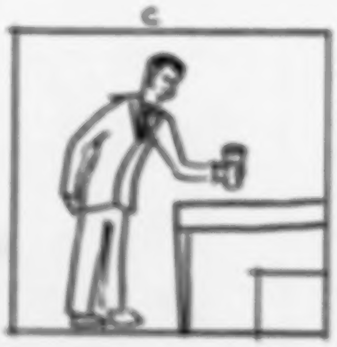

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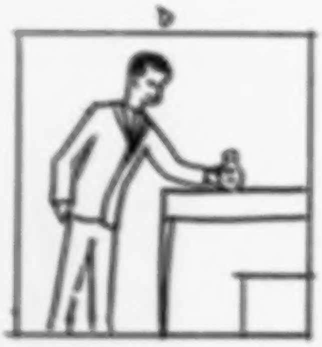

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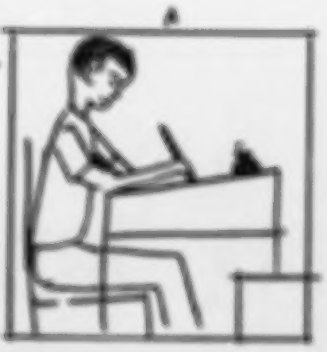

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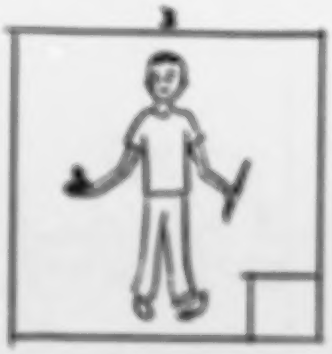

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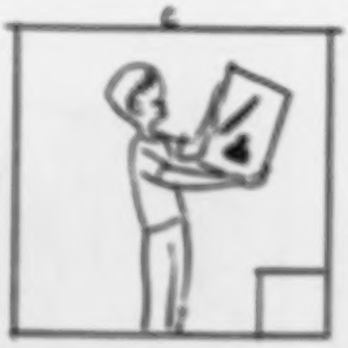

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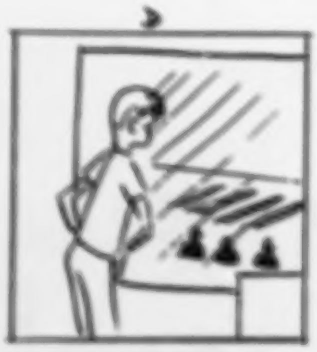

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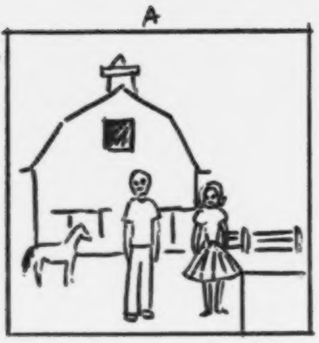

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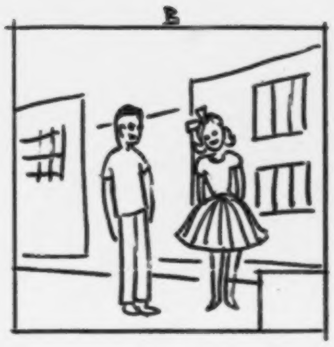

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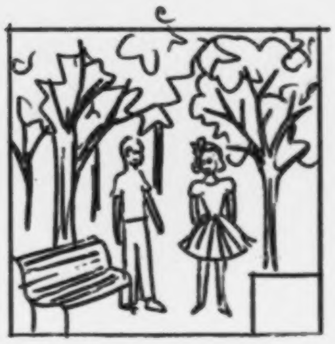

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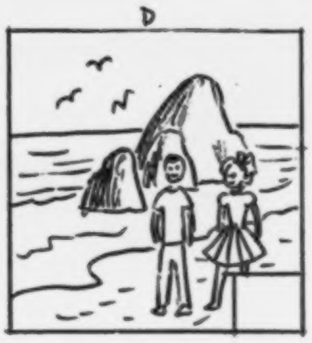

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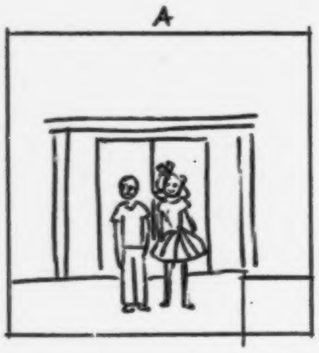

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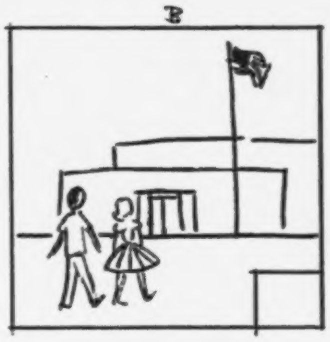

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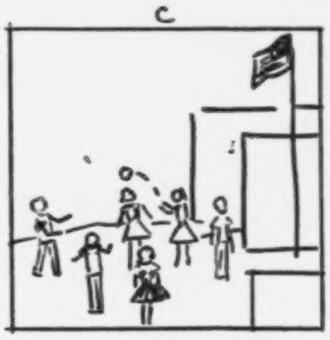

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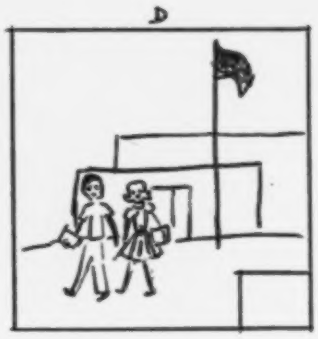

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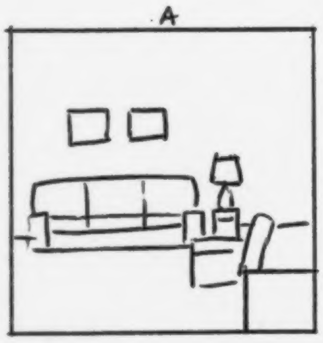

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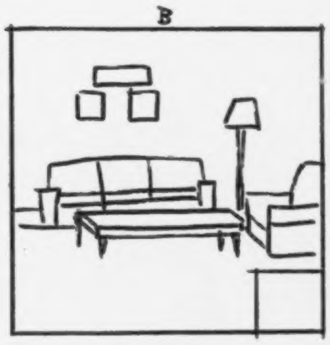

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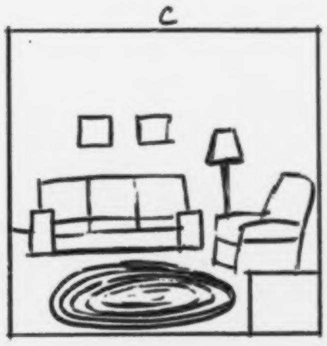

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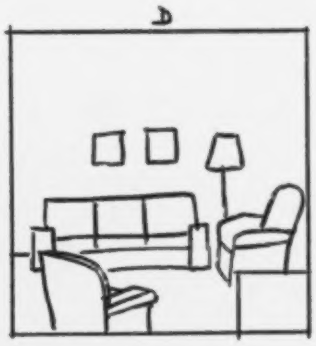

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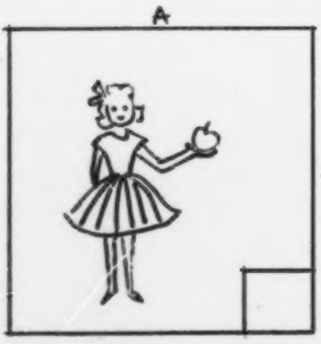

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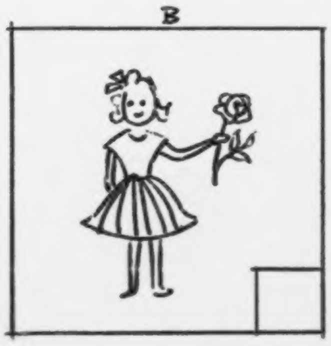

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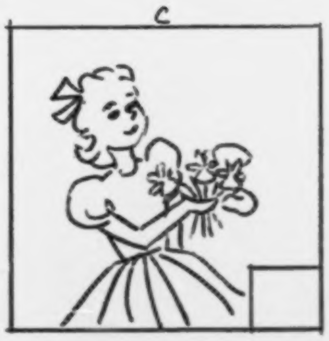

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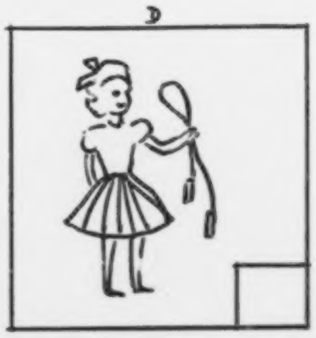

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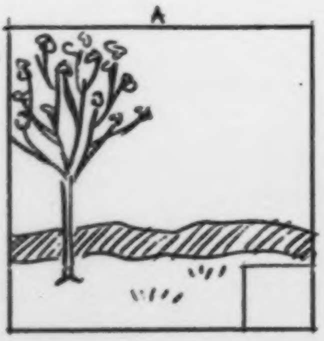

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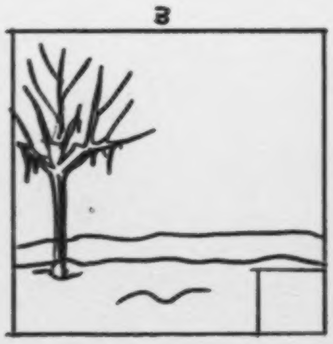

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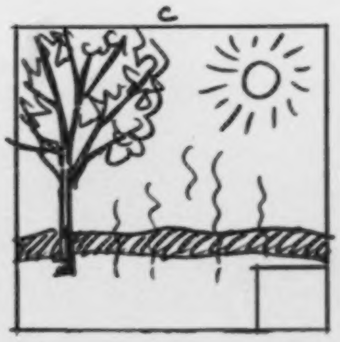

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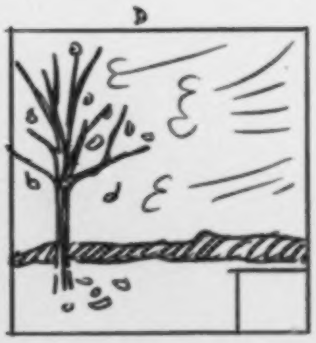

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University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

June 1962

Script for Part II of the taped portion of LISTENING COMPREHENSION TEST FOR THIRD YEAR ELEMENTARY SCHOOL SPANISH (End of Second Semester)

NARRATOR: --Your teacher has given each of you an answer booklet and has had you write some information on it. You are going to hear some Spanish phrases and you will let your teacher know how well you understand them by placing a mark after the English sentence on your booklet which best tells what has been said in Spanish. First, I will give you the number of the item. Then you will hear the Spanish phrase. Next, your teacher will read the English sentence to you as you read them to yourself. After that, you will hear the Spanish phrase a second time. Finally, your teacher will have you mark the English sentence which you think best tells what has been said in Spanish.

--Let's do the one on the front page just for practice to be sure we understand the instructions. Ready? Here is the sample item.

EXAMINER: --Teresa baja la mano.

STOP TAPE

Read the English alternatives to the pupils one at a time and then tell them to listen and hear the phrase again.

START TAPE

EXAMINER: --Teresa baja la mano.

STOP TAPE

Tell the children to place a mark in the space to the right of the English phrase which best tells what they have just heard in Spanish.

Next, examine the pupils' papers briefly by moving quickly from desk to desk to be sure that all understand the directions.

Now have the pupils turn the page and be certain they are all ready to begin.

No bell tone will be heard after the recorded statements. The statements are spaced three seconds apart to allow time to stop the tape in accordance with instructions.

START TAPE

NARRATOR: --Here is item number one. Listen.

EXAMINER: --"Adelita" es una canción de Méjico. (Pause)

--"Adelita" es una canción de Méjico. (Pause)

NARRATOR: --Number two. Listen.

EXAMINER: --Teresa dice que ella habla español. (Pause)

--Teresa dice que ella habla español. (Pause)

NARRATOR: --Number three. Listen.

EXAMINER: --La maestra dice a Juan: "Juan, escribe con pluma y tinta." (Pause)

--La maestra dice a Juan: "Juan, escribe con pluma y tinta." (Pause)

NARRATOR: --Number four. Listen.

EXAMINER: --Hay pocos alumnos en la sala de clase. (Pause)

--Hay pocos alumnos en la sala de clase. (Pause)

NARRATOR: --Number five. Listen.

EXAMINER: --Ya es tarde. (Pause)

--Ya es tarde. (Pause)

NARRATOR: --Number six. Listen.

EXAMINER: --Primero, vamos a casa, dice Juan. (Pause)

--Primero, vamos a casa, dice Juan. (Pause)

NARRATOR: --Number seven. Listen.

EXAMINER: --¿Cuántos libros hay en la mesa? (Pause)

--¿Cuántos libros hay en la mesa? (Pause)

NARRATOR: --Here is item number eight. Listen.

EXAMINER: --El libro está en el pupitre. (Pause)

--El libro está en el pupitre. (Pause)

NARRATOR: --Number nine. Listen.

EXAMINER: --Juan no quiere hablar en la mañana. (Pause)

--Juan no quiere hablar en la mañana. (Pause)

NARRATOR: --Here is number ten. Listen.

EXAMINER: --Yo y Teresa vamos a la escuela. (Pause)

--Yo y Teresa vamos a la escuela. (Pause)

NARRATOR: --Number eleven. Listen.

EXAMINER: --El profesor dice a Teresa: "Escucha, por favor." (Pause)

--El profesor dice a Teresa: "Escucha, por favor." (Pause)

NARRATOR: --Number twelve. Listen.

EXAMINER: --La falda de María es de color de rosa. (Pause)

--La falda de María es de color de rosa. (Pause)

NARRATOR: --Number thirteen. Listen.

EXAMINER: --El muchacho anda aprisa por la calle. (Pause)

--El muchacho anda aprisa por la calle. (Pause)

NARRATOR: --Number fourteen. Listen.

EXAMINER: --¿Quiénes son los padres de Juan y María? (Pause)

--¿Quiénes son los padres de Juan y María? (Pause)

NARRATOR: --Here is item number fifteen. Listen.

EXAMINER: --La gallina come maíz. (Pause)

--La gallina come maíz. (Pause)

NARRATOR: --Here is number sixteen. Listen.

EXAMINER: --Teresa quiere jugar con María. (Pause)

--Teresa quiere jugar con María. (Pause)

NARRATOR: --Number seventeen. Listen.

EXAMINER: --El padre dice a Teresa: "Tira la pelota a Carlos." (Pause)

--El padre dice a Teresa: "Tira la pelota a Carlos." (Pause)

NARRATOR: --Here is number eighteen. Listen.

EXAMINER: --Carlos no sabe nada. (Pause)

--Carlos no sabe nada. (Pause)

NARRATOR: --Number nineteen. Listen.

EXAMINER: --La señora Pérez pone la taza sobre la mesa. (Pause)

--La señora Pérez pone la taza sobre la mesa. (Pause)

NARRATOR: --Number twenty. Listen.

EXAMINER: --Niño, ¿qué ves en el parque? (Pause)

--Niño, ¿qué ves en el parque? (Pause)

NARRATOR: --Here is number twenty-one. Listen.

EXAMINER: --La maestra dice a los alumnos: "Niños, enciendan las luces." (Pause)

--La maestra dice a los alumnos: "Niños, enciendan las luces." (Pause)

NARRATOR: --Number twenty-two. Listen.

EXAMINER: --Hace fresco. (Pause)

--Hace fresco. (Pause)

NARRATOR: --Number twenty-three. Listen.

EXAMINER: --Niña, ¿te gusta el helado? (Pause)

--Niña, ¿te gusta el helado? (Pause)

NARRATOR: --Here is number twenty-four. Listen.

EXAMINER: --La mamá dice a los niños: "Corran a la escuela." (Pause)

--La mamá dice a los niños: "Corran a la escuela." (Pause)

NARRATOR: --Here is item twenty-five. Listen.

EXAMINER: --Hay un sofá en la sala. (Pause)

--Hay un sofá en la sala. (Pause)

NARRATOR: --Number twenty-six. Listen.

EXAMINER: --Juan y yo hablamos en voz alta. (Pause)

--Juan y yo hablamos en voz alta. (Pause)

NARRATOR: --Number twenty-seven. Listen.

EXAMINER: --La profesora dice a Carlos: "Carlos di algo acerca de la bandera." (Pause)

--La profesora dice a Carlos: "Carlos di algo acerca de la bandera." (Pause)

NARRATOR: --Number twenty-eight. Listen.

EXAMINER: --El caballo de Juan es negro. (Pause)

--El caballo de Juan es negro. (Pause)

NARRATOR: --Number twenty-nine. Listen.

EXAMINER: --Escuché a la maestra. (Pause)

--Escuché a la maestra. (Pause)

NARRATOR: --Boys and girls, here is the last one. Number thirty. Listen.

EXAMINER: --A mí me gusta más el invierno. (Pause)

--A mí me gusta más el invierno. (Pause)

NARRATOR: --Very well, children, put down your pencils. That's all for now.

University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

PART II: SPANISH LISTENING COMPREHENSION TEST

Third Year Elementary School Spanish

(End of Semester II)

Name ______________________________ Score _______

School ______________________________

Grade ____________ Spanish Teacher ______________

Date ______________

SAMPLE ITEM

I. She is telling us that

A. Teresa lowers her hand. A. _____

B. Teresa raises her hand. B. _____

C. Teresa touches her hand. C. _____

D. Teresa scratches her hand. D. _____

June 1962

1. She is telling us that

   A. "Adelita" is a story about Mexico. A. ______

   B. "Adelita" is a kind of Mexican food. B. ______

   C. "Adelita" is a Mexican song. C. ______

   D. "Adelita" is an animal that lives in Mexico. D. ______

2. She is telling us that Teresa

   A. reads Spanish. A. ______

   B. learns Spanish. B. ______

   C. wants to sing in Spanish. C. ______

   D. says that she speaks Spanish. D. ______

3. The teacher says to John,

   A. "Write with pen and ink." A. ______

   B. "Take pen and ink." B. ______

   C. "Put away your pen and ink." C. ______

   D. "Work with pen and ink." D. ______

4. She is telling us that

   A. there are big pupils in the classroom. A. ______

   B. there are many pupils in the classroom. B. ______

   C. there are few pupils in the classroom. C. ______

   D. there are small pupils in the classroom. D. ______

5. She is telling us that

   A. it is late. A. ______

   B. it is early. B. ______

   C. it is about time. C. ______

   D. it isn't time yet. D. ______

6. John says,

A. "It is time for us to go home." A. ______

B. "Let's go home later." B. ______

C. "It is important that we go home now." C. ______

D. "First, let's go home." D. ______

7. She wants to know

A. whose books are on the table. A. ______

B. how many books are on the table. B. ______

C. which books are on the table. C. ______

D. how much the books on the table cost. D. ______

8. She is saying that

A. the book is on the desk. A. ______

B. a book is on the desk. B. ______

C. that book is on the desk. C. ______

D. this book is on the desk. D. ______

9. John doesn't want to

A. speak at night. A. ______

B. speak in the afternoon. B. ______

C. speak in the morning. C. ______

D. speak tomorrow. D. ______

10. She is saying,

A. "Teresa and I sing at school." A. ______

B. "Teresa and I go to school." B. ______

C. "Teresa and I see the school." C. ______

D. "Teresa and I play at school." D. ______

11. The teacher says to Teresa,

A. "Come here, please." A. ____

B. "Go over there, please." B. ____

C. "Jump, please." C. ____

D. "Listen, please." D. ____

12. Mary's skirt

A. is made of roses. A. ____

B. is orange color. B. ____

C. is pink. C. ____

D. is red. D. ____

13. The boy walks

A. hurriedly down the street. A. ____

B. slowly down the street. B. ____

C. sadly down the street. C. ____

D. fearfully down the street. D. ____

14. She wants to know

A. when Mary's parents are coming. A. ____

B. what Mary's parents' names are. B. ____

C. who Mary's parents are. C. ____

D. why Mary's parents are here. D. ____

15. She says that

A. the hen is eating corn. A. ____

B. the duck is eating corn. B. ____

C. the lamb is eating corn. C. ____

D. the bird is eating corn. D. ____

16. She is saying that

A. Teresa wants to sing with Mary. A. ______

B. Teresa wants to eat with Mary. B. ______

C. Teresa wants to study with Mary. C. ______

D. Teresa wants to play with Mary. D. ______

17. The father says to Teresa,

A. "Hand the ball to Charles." A. ______

B. "Bounce the ball to Charles." B. ______

C. "Throw the ball to Charles." C. ______

D. "Roll the ball to Charles." D. ______

18. She says that

A. Charles knows nothing. A. ______

B. Charles knows a great deal. B. ______

C. Charles knows something. C. ______

D. Charles does not know the story. D. ______

19. Mrs. Pérez is putting

A. the spoon on the table. A. ______

B. the cup on the table. B. ______

C. the glass on the table. C. ______

D. the plate on the table. D. ______

20. She is asking the child

A. what he eats in the park. A. ______

B. what he plays in the park. B. ______

C. what he does in the park. C. ______

D. what he sees in the park. D. ______

21. The teacher says to the pupils,

A. "Children, turn off the lights." A. ______

B. "Children, turn on the lights." B. ______

C. "Children, be careful with the lights." C. ______

D. "Children, stay away from the lights." D. ______

22. She is telling us that

A. it is warm. A. ______

B. it is sunny. B. ______

C. it is very cold. C. ______

D. it is cool. D. ______

23. She is asking the child

A. if she sees the ice cream. A. ______

B. if she wants the ice cream. B. ______

C. if she likes the ice cream. C. ______

D. if she can eat the ice cream. D. ______

24. The mother says to the children,

A. "Walk to school." A. ______

B. "Run to school." B. ______

C. "Hurry to school." C. ______

D. "Be careful on your way to school." D. ______

25. She is telling us that there is

A. a chair in the living room. A. ______

B. a couch in the living room. B. ______

C. an armchair in the living room. C. ______

D. a table in the living room. D. ______

26. She is saying,

A. "John and I are singing aloud." A. ______

B. "John and I are reading aloud." B. ______

C. "John and I are speaking aloud." C. ______

D. "John and I are growing tall." D. ______

27. The teacher is telling Charles

A. to put something around the flag. A. ______

B. to look at something near the flag. B. ______

C. to take something from around the flag. C. ______

D. to say something about the flag. D. ______

28. She is telling us that

A. John's cow is black. A. ______

B. John's dog is black. B. ______

C. John's horse is black. C. ______

D. John's flag is black. D. ______

29. She is saying:

A. I listen to the teacher. A. ______

B. I listened to the teacher. B. ______

C. I will listen to the teacher. C. ______

D. I am listening to the teacher. D. ______

30. She is saying that

A. she likes winter best. A. ______

B. she dresses warmer in the winter. B. ______

C. she does not like winter best. C. ______

D. she eats more in the winter. D. ______

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FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

June 1962

Script for Part III of taped portion of
SPEAKING FACILITY TEST FOR THIRD YEAR ELEMENTARY SCHOOL SPANISH
(End of Second Semester)

NARRATOR: --Señorita Sepúlveda is going to ask you some questions in Spanish. We will record your answers on a tape as we have done before. Pretend that you are having a conversation with señorita Sepúlveda. Answer each question as well as you can immediately after you hear it. Try not to answer just "yes" or "no". Give longer replies when you can. Let me repeat that to be sure you heard it: Try not to answer with "yes" or "no". Give longer replies when you can. For some of the questions, the person helping you will show you a picture or some objects to which the question refers. Here is señorita Sepúlveda to ask you a practice question.

SEPULVEDA: --Buenos días. (Pause for response)

NARRATOR: --You should have answered something like this:

SEPULVEDA: --Buenos días. (Pause)

--¡Muy bien! Ahora, vamos a empezar.

NARRATOR: --Señorita Sepúlveda believes you are ready now. Let's begin.

NOTE TO EXAMINER: There is a six-second pause after each question. Thus, there is no need to stop the tape except where the child is hesitant; that is, after five seconds have elapsed. If the child cannot answer a particular question, for example, "¿Cómo te llamas?", simply say, "She is asking you what your name is," and give the child three seconds to answer in Spanish from the English stimulus. If the child still cannot answer, say "Let's hear the next question," and proceed by turning on the tape recorder.

Native Speaker	Special Instructions for Examiner	Anticipated Child's Response
1- ¿CÓMO TE LLAMAS? (What is your name?)		[Me llamo _____.] (My name is _____.)
2- ¿CUÁNTOS AÑOS TIENES? (How old are you?)		[Tengo ___ años.] (I am ___ years old.)
3- ¿DÓNDE VIVES? (Where do you live?)		[Vivo en Champaign. OR, Vivo en la calle ____, número ___.] (I live in Champaign. OR, I live on ___ street, number ___.)
4- ¿TIENES HERMANOS? (Do you have brothers and sisters?)		[Sí, tengo hermanos. OR, No, no tengo hermanos.] (Yes, I have brothers and sisters. OR, No, I don't have brothers and sisters.)
5- VAMOS A FINGIR QUE HOY ES LUNES. ¿QUÉ DÍA ES MAÑANA? (Let's pretend that today is Monday. What day is tomorrow?)		[Mañana es martes.] (Tomorrow is Tuesday.)
6- -------------------	BEFORE THE QUESTION IS asked, arrange the following items on the table in front of the child: book, spoon, flower, an egg, and a cup.	
MIRA LAS COSAS EN LA MESA. ¿QUÉ HAY EN LA MESA? (Look at the things on the table. What is there on the table?)		[Hay un libro, una cuchara, una flor, un huevo, y una taza en la mesa.] (There is a book, a spoon, a flower, an egg, and a cup on the table.)

7-	¿CUÁL ES LO OPUESTO DE UN NIÑO MALO? (What is the opposite of a bad boy?)		[Lo opuesto de un niño malo es un niño bueno.] (The opposite of a bad boy is a good boy.)
8-	--------------------	BEFORE THE QUESTION IS asked, show drawing No. 1: A ball in a box.	
	MIRA ESTE DIBUJO. ¿DÓNDE ESTÁ LA PELOTA? (Look at this drawing. Where is the ball?)		[La pelota está en la caja. OR, La pelota está adentro de la caja.] (The ball is in the box.)
9-	HAZ UNA PREGUNTA SOBRE EL TIEMPO. (Ask a question about the weather.)		[¿Qué tiempo hace hoy?] (What is the weather like today?)
10-	--------------------	BEFORE THE QUESTION IS asked, show drawing No. 2: Ice cream, banana, orange, and milk.	
	MIRA ESTE DIBUJO. DE ESTAS COSAS, ¿CUÁL TE GUSTA MÁS? (Look at this drawing. Of these things, which do you like best?)		[Me gusta más _____.] (I like _____ best.)
11-	¿CUÁLES SON LOS MESES DE LA PRIMAVERA? (What are the months of spring?)		[Los meses de la primavera son marzo, abril, y mayo.] (The months of spring are March, April, and May.)
12-	--------------------	BEFORE THE QUESTION IS asked, show drawing No. 3: A bouquet of flowers and "50¢".	
	MIRA ESTE DIBUJO. ¿CUÁNTO VALEN ESTAS FLORES? (Look at this drawing. How much are these flowers?)		[Valen cincuenta centavos. OR, Estas flores valen cincuenta centavos.] (These flowers cost 50 cents.)

13-	¿QUÉ APRENDEMOS EN LA ESCUELA? (What do we learn in school?)		[Aprendemos ___, ___, ___, y ___ en la escuela.] (We learn ___, ___, ___, and ___ in school.)
14-	---------------------	BEFORE THE QUESTION IS asked, show drawing No. 4: Boy and girl entering a classroom.	
	MIRA ESTE DIBUJO. ¿POR DÓNDE ENTRAN LOS ALUMNOS EN LA SALA DE CLASE? (Look at this drawing. Through where are the children entering the classroom?)		[Los alumnos entran por las puertas. OR, El alumno entra por la puerta debajo del reloj, y la alumna entra por la puerta debajo de la bandera.] (The students enter through the doors. OR, The boy student enters through the door under the clock, and the girl student enters the door under the flag.)
15-	---------------------	BEFORE THE QUESTION IS asked, show the flag of the United States. Various responses can be expected in answer to this question. Encourage the child to tell all he can about the flag.	
	MIRA LA BANDERA. DI ALGO ACERCA DE LA BANDERA. (Look at the flag. Tell something about the flag.)		[La bandera tiene trece listas blancas y rojas; tiene cincuenta estrellas sobre un campo azul; las estrellas representan los cincuenta estados.] (The flag has 13 red and white stripes; it has 50 stars on a blue background; the stars represent the 50 states.)

NARRATOR: --Now you are going to read aloud for señorita Sepúlveda. The person helping you will give you a card on which appears a short story in Spanish. When you have finished reading you will be excused to return to your class.

CARLOS Y TERESA VAN A LA ESCUELA

Carlos y Teresa se levantan a las siete y media.

Primero se lavan la cara y las manos. Después van al comedor.

En el comedor ven a su mamá, y dicen:

--Buenos días, mamá.

--Buenos días, niños-- dice la madre.

La madre mira a los niños y ve que tienen la cara y las manos limpias.

La madre dice:

--Muy bien, niños, vamos a tomar el desayuno.

Carlos dice: --¿Dónde está papá?

--Está arriba. Pronto viene-- responde la mamá.

Carlos y Teresa se sientan a la mesa. El padre entra en el comedor y dice:

--Buenos días, niños. --¿Cómo están?

Los niños responden: --Muy bien, papá.

Carlos y Teresa comen el desayuno con su padre y su madre.

Después de comer, Carlos y Teresa van a la escuela.

University of Illinois
FOREIGN LANGUAGE INSTRUCTION PROJECT
805 West Pennsylvania Avenue
Urbana, Illinois

SPANISH READING COMPREHENSION TEST

Third Year Elementary School Spanish

(End of Semester II)

Name ______________________________

School ______________________________

Grade __________ Spanish Teacher ______________________________

Date ____________________

Total Score __________

Subtest Scores:

Sect. A (8) __________

Sect. B (8) __________

Sect. C (9) __________

Sect. D (5) __________

Instructions

This is a test of your ability to read Spanish. There are four sections to the test. When you finish one section you are to stop and not go on to another section until you are told to do so by your teacher. The four sections are labeled A, B, C, and D.

Instructions for Section A

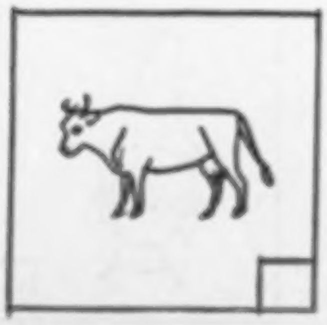
There are eight items in Section A. You should first read the Spanish sentence just above each row of drawings. Next, you should place an "X" in the small box in the lower right hand corner of the drawing which best tells the meaning of the Spanish sentence which you have read.

Before you turn the page and begin this section of the test, do the sample item which appears at the bottom of this page to be certain that you understand. Your teacher will tell you when to turn the page and start Section A.

SAMPLE ITEM

I. Este es un gato.

A



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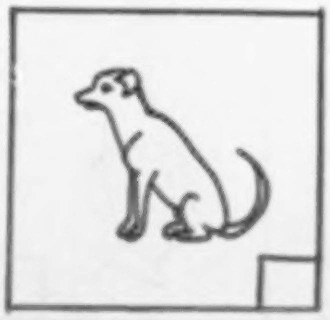

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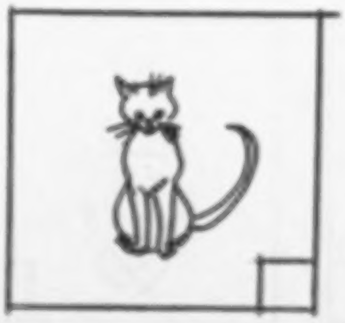

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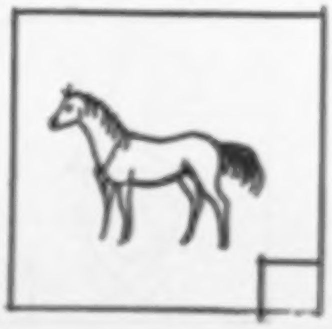

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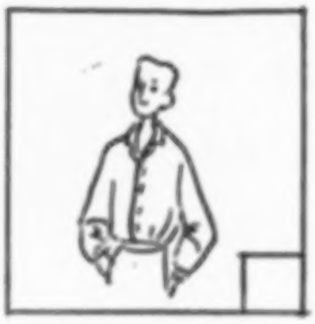
June 1962

SECTION A

1. Carlos lleva una chaqueta.

A



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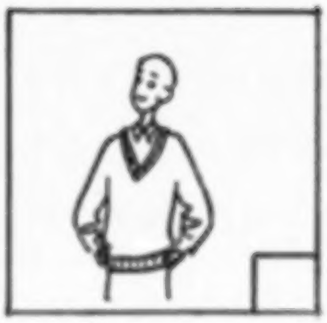

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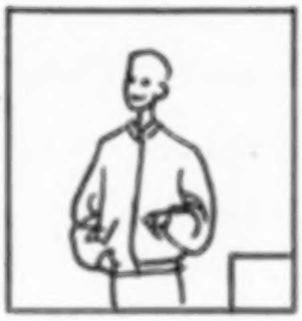

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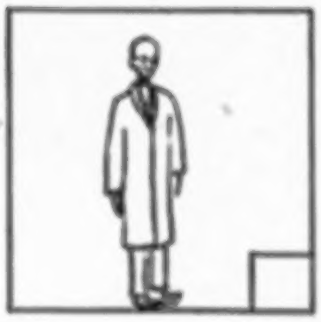
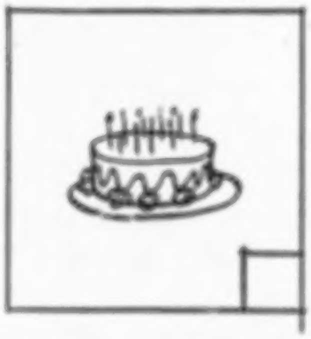


2. Es un pastel de cumpleaños.

A



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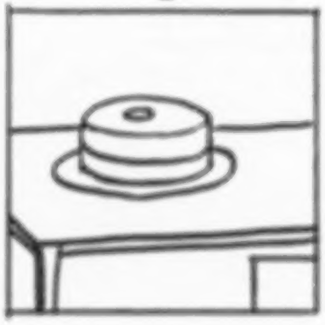

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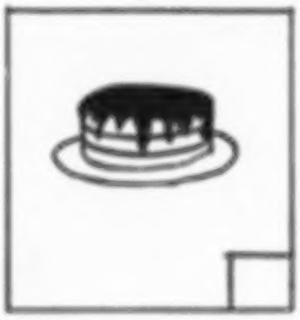

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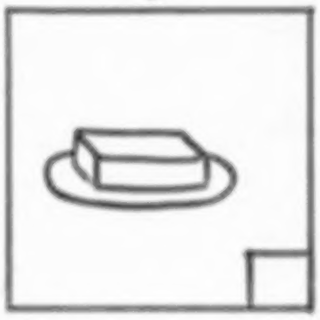
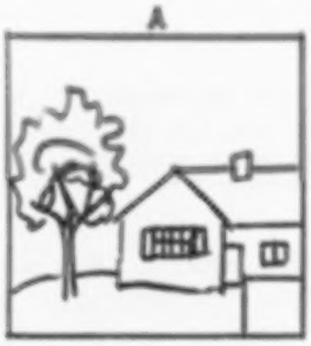


3. Cerca del garaje hay un árbol.

A



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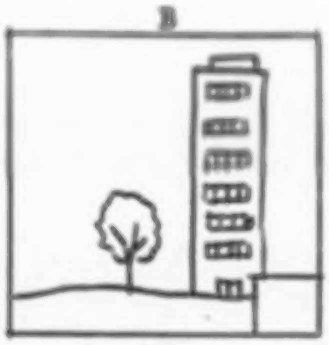

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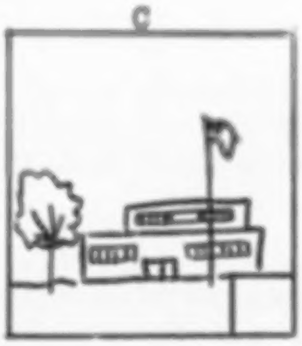

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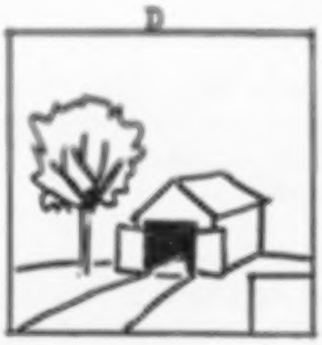
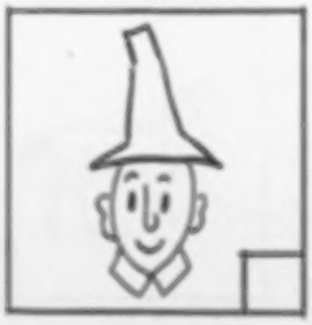


4. Simón está triste.

A



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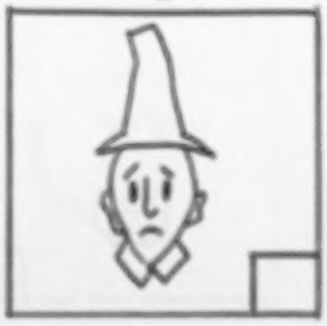

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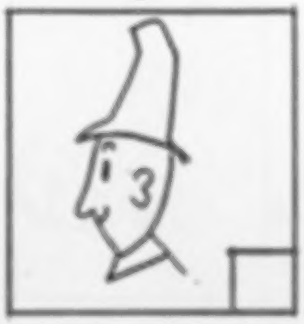

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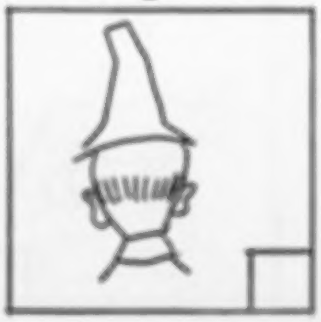
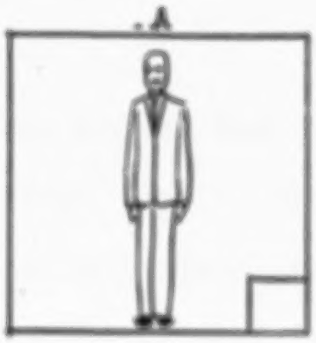


TURN THE PAGE AND CONTINUE

5. Este hombre es muy alto.

A


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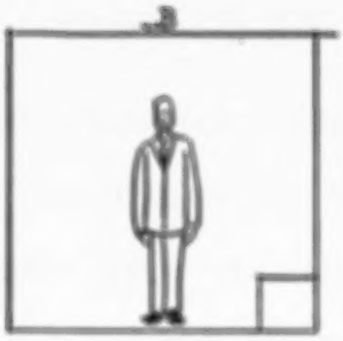

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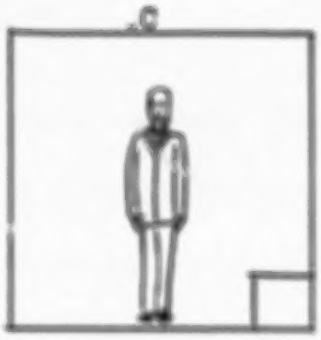

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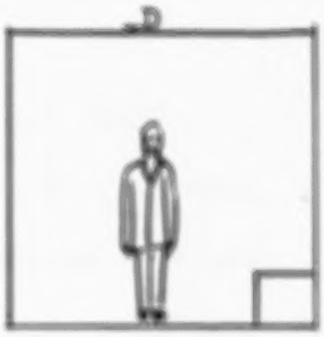
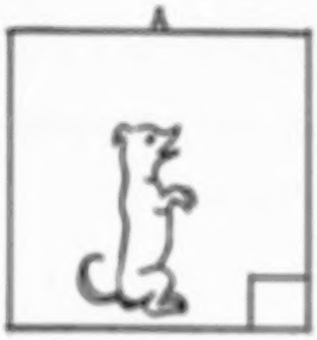


6. ¡Qué perro tan negro!

A


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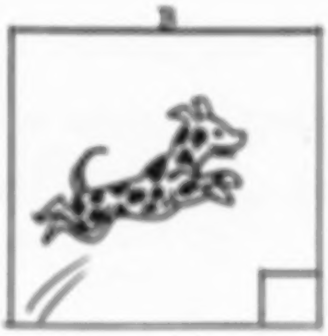

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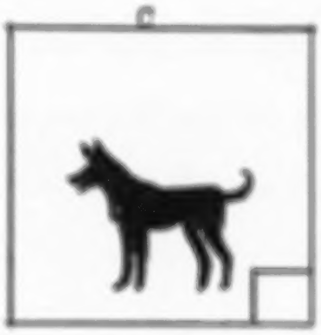

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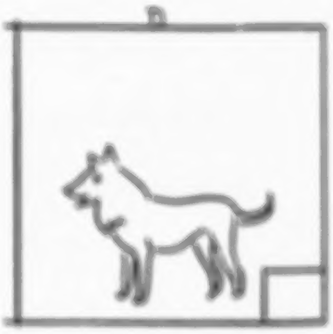
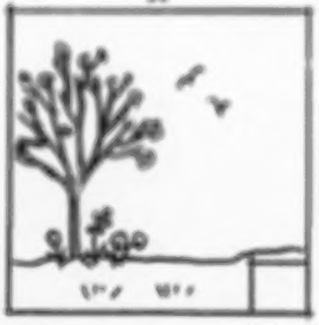


7. El invierno es una de las estaciones del año.

A


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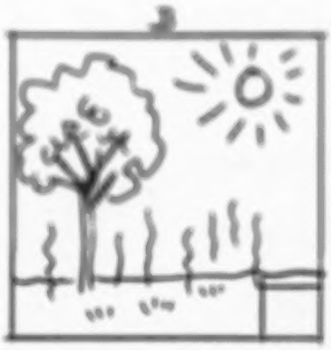

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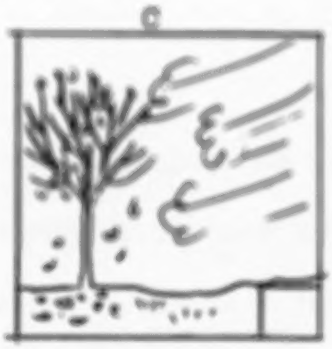

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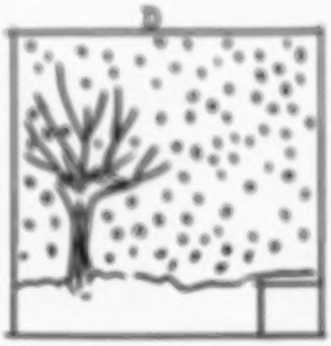
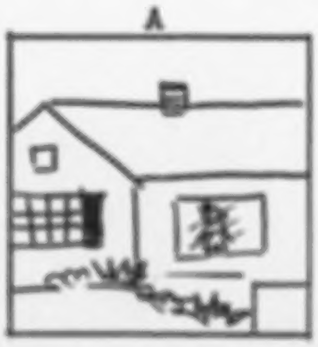


8. Juanita está afuera de la casa.

A


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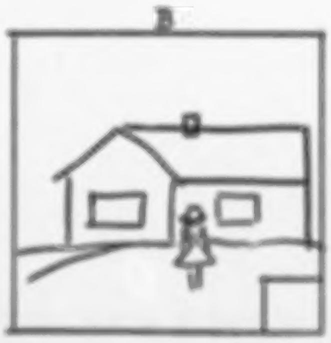

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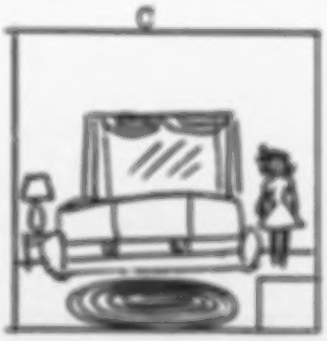

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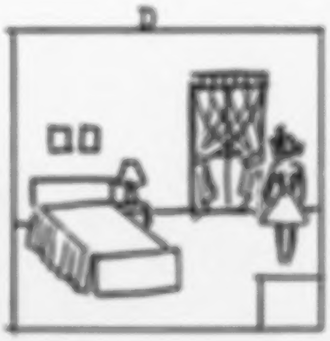

STOP. THIS IS THE END OF SECTION A.
DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

Instructions for Section B

There are eight items in Section B. You should first read the Spanish sentence. Next, you should read the English sentences which follow. After you have read all of the English sentences, decide which one best tells the meaning of the Spanish sentence which you have read. Then place an "X" in the space to the right of the English sentence which best tells the meaning of the Spanish sentence.

Before you turn the page and begin this section of the test, do the sample item which appears at the bottom of this page to be certain that you understand. Your teacher will tell you when to turn the page and start Section B.

SAMPLE ITEM

I. Buenos días

You could best use this Spanish statemnt --

A. to greet someone in the afternoon. A. ______

B. to greet someone at nighttime. B. ______

C. to greet someone in the morning. C. ______

D. to tell someone that you will see him later. D. ______

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

SECTION B

1. El aguacate está en la mesa.

You could best use this Spanish statement to tell someone that

A. the orange is on the table. A. ______

B. the avocado is on the table. B. ______

C. the apple is on the table. C. ______

D. the water is on the table. D. ______

2. No es un gato; es una gata.

You could best use this Spanish statement to tell someone that

A. it is not a male cat; it's a female cat. A. ______

B. it is not a female cat; it's a male cat. B. ______

C. it is not a cat; it's a rat. C. ______

D. it is not a cat; it's a rabbit. D. ______

3. ¡Cuidado! Hay un niño en la calle.

You could best use this Spanish statement to exclaim

A. "Look out! There's a child in the driveway." A. ______

B. "Look out! There's a child in the doorway." B. ______

C. "Look out! There's a child in the street." C. ______

D. "Look out! There's a child in the way." D. ______

4. Veo a mi amigo allá en el campo.

You could best use this Spanish statement to explain

A. "We see my friend over there in the field." A. ______

B. "They see my friend over there in the field." B. ______

C. "I see my friend over there in the field." C. ______

D. "He sees my friend over there in the field." D. ______

TURN THE PAGE AND CONTINUE

5. Los niños tocan las flores.

You could best use this Spanish statement to tell someone that

A. the children are cutting the flowers. A. ______

B. the children are taking the flowers. B. ______

C. the children are picking the flowers. C. ______

D. the children are touching the flowers. D. ______

6. Mi abuelo tiene setenta y siete años.

You could best use this Spanish statement to explain that

A. your grandfather is 87 years old. A. ______

B. your grandfather is 77 years old. B. ______

C. your grandfather is 67 years old. C. ______

D. your grandfather is 57 years old. D. ______

7. ¿Vienes a la fiesta?

You could best use this Spanish statement to ask

A. "Are you coming to the party?" A. ______

B. "Is he coming to the party?" B. ______

C. "Are they coming to the party?" C. ______

D. "Is she coming to the party?" D. ______

8. ¿Cuáles son los libros para la maestra?

You could best use this Spanish statement to ask

A. "What are the teacher's books to be used for?" A. ______

B. "What are the teacher's books like?" B. ______

C. "Which books are for the teacher?" C. ______

D. "Which of the teacher's books are we to use?" D. ______

STOP. THIS IS THE END OF SECTION B.
DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Instructions for Section C

There are nine items in Section C. Each item begins with a sentence in English which tells you what to look for. Read it carefully and next read all four Spanish sentences which follow. Decide which Spanish sentence will best serve the purpose explained in the English. Place an "X" in the space to the right of it.

Before you turn the page and begin this section of the test, do the sample item which appears at the bottom of this page to be certain that you understand the directions. Your teacher will tell you when to turn the page and begin Section C.

SAMPLE ITEM

I. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that you will see them tomorrow.

A. Hasta luego. A. ______

B. Hasta el domingo. B. ______

C. Hasta mañana. C. ______

D. Hasta el lunes. D. ______

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO

SECTION C

1. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that you are thirsty.

   A. Tengo sed. A. ______

   B. Tengo sal. B. ______

   C. Tengo una silla. C. ______

   D. Tengo hambre. D. ______

2. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone, "He sees the airplane."

   A. Ven el avión. A. ______

   B. Van al avión. B. ______

   C. Ve el avión. C. ______

   D. Voy al avión. D. ______

3. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that you are counting from one to one hundred.

   A. Cuenten de uno a cien. A. ______

   B. Cuenta de uno a cien. B. ______

   C. Contamos de uno a cien. C. ______

   D. Cuento de uno a cien. D. ______

4. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone to be careful.

   A. ¡Caramba! A. ______

   B. ¡Cuidado! B. ______

   C. ¡Vamos! C. ______

   D. ¡Ayúdenme! D. ______

TURN THE PAGE AND CONTINUE

5. Which of the following Spanish sentences would be best for you to say if you wanted to ask someone the names of two boys you see.

A. ¿Cómo me llamo? A. ______

B. ¿Cómo se llama usted? B. ______

C. ¿Cómo te llamas? C. ______

D. ¿Cómo se llaman? D. ______

6. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that you like your neighbors.

A. Me gusta mi vecino. A. ______

B. Me gusta la nieve. B. ______

C. Me gustan mis vecinos. C. ______

D. Me gustan mis amigos. D. ______

7. Which of the following Spanish sentences would be best for you to say if you wanted to tell some children to clean the windows.

A. Limpio las ventanas. A. ______

B. Limpien las ventanas. B. ______

C. Limpia las ventanas. C. ______

D. Limpiamos las ventanas. D. ______

8. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that you came in the classroom.

A. Entré en la sala de clase. A. ______

B. Entro en la sala de clase. B. ______

C. Entra en la sala de clase. C. ______

D. Entras en la sala de clase. D. ______

TURN THE PAGE AND CONTINUE

9. Which of the following Spanish sentences would be best for you to say if you wanted to tell someone that today you are going to teach them some interesting things.

A. Hoy voy a decirles unas cosas interesantes. A. ______

B. Hoy voy a enseñarles unas cosas interesantes. B. ______

C. Hoy voy a preguntarles unas cosas interesantes. C. ______

D. Hoy voy a contarles unas cosas interesantes. D. ______

STOP. THIS IS THE END OF SECTION C.
DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Instructions for Section D

In this section there are two short Spanish "stories". After each of them there are five sentences. For the first story these sentences are in English and for the second they are in Spanish. Some of these sentences are true according to the story, and others are false.

You are first to read the story and next the sentences. If the sentence is true according to the story write Sí in the space to the right of it. If it is false or incorrect according to the story write No in the space to the right of it. You may reread the story as often as you need to do so.

Before you turn the page and begin this section of the test do the sample item which appears at the bottom of this page to be certain that you understand. Your teacher will tell you when to turn the page and start Section D.

SAMPLE ITEM

Me llamo Juan.

Soy un niño bueno.

Tengo nueve años.

1. His name is John. 1. ______
2. He is a good boy. 2. ______
3. He is ten years old. 3. ______

DO NOT TURN THIS PAGE UNTIL YOUR TEACHER TELLS YOU TO DO SO

Son las nueve menos veinte. Ya sonó la campana. Es hora de empezar la clase. Los niños entran en la sala de clase con sus libros y otras cosas.

La profesora dice: --Niños, siéntense en sus pupitres y guarden las cosas.

Los niños guardan los libros, los papeles, y los lápices.

La profesora mira a los alumnos para ver si todos están en sus pupitres. Esteban no está en su pupitre.

La profesora dice: --¿Dónde está Esteban?

María, la prima de Esteban, dice: --Esteban está en casa. Está enfermo hoy.

La profesora se sienta, toma una pluma y escribe en un papel que Esteban no está en la clase, y dice a María:

--Lo siento mucho. Tu primo, Esteban, es un alumno bueno.

----

1. As the story begins it is twenty minutes to nine o'clock. 1. ______

2. The teacher tells the pupils to take out paper and pencil. 2. ______

3. The teacher looks at the calendar to see what day it is. 3. ______

4. The teacher writes a note to one of the pupils who is absent. 4. ______

5. The teacher says that she is sorry that Stephen is absent. 5. ______

TURN THE PAGE AND CONTINUE

Es domingo. Hace buen tiempo. Carlos y Teresa, con sus padres, van a dar un paseo por automóvil a la finca de sus primos. Los primos se llaman Pedro y Rosa.

Ellos llegan a la finca. Los primos y los tíos están muy contentos de verlos. Los padres y los tíos entran en la casa pero los niños van al corral.

En el corral hay muchos animales. Hay un caballo, dos vacas, y muchos pollitos y gallinas.

Pedro dice: --Vengan a ver mi gata y los gatitos.

Los niños corren a una casita blanca, donde vive la gata con los gatitos. Pedro construyó esta casita. Miran la gata y los gatitos.

--Los gatitos tienen sólo ocho semanas, dice Rosa.

Carlos y Teresa dicen: --¡Qué gatitos tan graciosos!

---

1. Carlos y Teresa van a la finca de sus primos. 1. _____

2. Los padres y los tíos van al corral. 2. _____

3. En el corral hay un caballo. 3. _____

4. Los niños andan a la casita para ver los gatitos. 4. _____

5. La gata y los gatitos viven en una casita. 5. _____

STOP. THIS IS THE END OF THE TEST. CLOSE YOUR TEST BOOKLET. PUT YOUR PENCIL DOWN AND WAIT FOR YOUR TEACHER TO HAVE THE TEST BOOKLETS COLLECTED.

NOTE TO TEACHER: In computing the score for Section D allow only 1/2 point for each correct answer and round totals upward to the nearest whole number. There are a total of 10 responses to the two reading selections. If a child gets nine or ten right his score is 5. If he gets seven or eight right his score is 4. Similarly five or six right = 3, 3 or 4 right = 2, 1 or 2 right = 1, and none right equals zero.

Score Sheet for Spanish

Speaking Facility Test

Name ____________________

Date ____________________

Score: Part I__ Part II__ Total ____

I

Immediacy of Response

Item	*Rating		
	2	1	0
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Total ________

*2. Responded immediately with no hesitation.

1. Responded after a delay longer than normal in conversation.

0. Responded after considerable hesitation.

II

Appropriateness of Response

Item	**Rating		
	2	1	0
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Total______

**2. Gave correct response.

1. Started incorrectly and then corrected himself, gave partially correct response, or was able to offer acceptable response only when prompted.

0. Used incorrect words and phrases in answering or could not answer.

PRONUNCIATION TEST

Score Sheet

	V	IV	III	II	I
Intonation					
Linking					
Stress-Accent					
Vowels					
Diphthongs					
Consonants					

V Speech which is so much like that of a native speaker that no foreign traces can be detected.

IV Speech which approaches that of the native speaker but with a few foreign traces observable.

III Speech in which there is an admixture of English and Spanish, but in which Spanish predominates (approximately Spanish 70%, English 30%).

II Speech in which the predominant sound patterns are English (approximately English 60%, Spanish 40%).

I Speech which is unintelligible, slurred and difficult to understand readily.